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ABSTRACT

This report, volume II of an indepth study of special levy problems in Washington State, represents the results of a study commission examination of finance and curriculum and contact with commission counterparts in the Federal Government, and a review of the work of other States. Included in this volume are (1) a funding formula simulation study of alternate approaches to State funding of local school districts; (2) the current status of and implications for the future of assessment and accountability in Washington public schools; (3) a Washington inventory of school quality measures; (4) the outlook on recent public school graduates by personnel departments of Washington's major employers; (5) a survey of California accountability and assessment procedures; (6) a study of practices and procedures used in Florida's education system; (7) a review of the national assessment program; (8) a discussion of performance contracting; and (9) some management system concepts relating to the State of Washington educational system. Volume I of this study is cited under EA 003 644. (JF)

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Research Reports

Volume II

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THE SEAL OF THE STATE OF WASHINGTON
1889

March, 1971

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WASHINGTON STATE
EDUCATION FUNDING FORMULA
SIMULATION STUDY

Section 1

SUMMARY

A mathematical model was developed and used to simulate and analyze the effects of alternate approaches to state funding of local school districts. The research plan was to (1) develop a better understanding of the effects of the factors in the present formula for distributing state funds, (2) determine the optimum combination of these factors which could have been used in the 1968-69 school year to offset special levies, (3) use this information to provide a basis for the Special Levy Study Commission to recommend how funds could be better distributed to meet state educational objectives, and (4) simulate and analyze the alternatives proposed to enable the Commission to refine its recommendation. Step 4 is still in progress, and consequently only the earlier analyses are discussed in this report. A supplemental report covering the final analyses will be prepared later.

Following is a summary of the analyses completed to date (the data base used was the 1968-69 school year):

1. The present state formula for distributing funds to school districts contains adequate features for providing an equitable distribution in accordance with state objectives. The problem is not the formula *per se.* The factors and their values in the formula are the problem and require some changes. The present formula does contain adequate features to:
    - Adjust funding between districts based upon special needs (to meet equal educational opportunity objectives).
    - Compensate districts based upon their ability to provide local support.
    - Base compensation on number of students served, staff levels, program levels, or any combinations of these. Normally, however, these are all related to number of students.
    - Base compensation solely on programmatic content (by separating certain program funds out from the formula, as is currently done with some of the funds for disadvantaged students.
2. The present state formula tends to provide increased funds with decreasing school district size. State funds average $410 per pupil in districts with more than 20,000 students. The average for districts with fewer than 200 students is $498 per pupil.
3. Normal local revenue available (not including special levies) averages more in both large and small districts than in intermediate size districts. The range is from $92 per pupil in districts serving between 2,600 and 5,000 students to $223 per student in districts with fewer than 200 students. Districts with more than 20,000 students average $135 per pupil in local funds.
4. Expenditures tend to be higher in both large and small districts than in intermediate districts. Districts with more than 20,000 students average $798 per pupil, and districts smaller than 200 students average $966 per pupil. By comparison, districts with 2,600 to 5,000 students average only $674 per pupil. This is discussed more fully in the Commonality Study.[1]
5. The combination of high costs, low state funds, and only moderately high local fund availability in large districts leads to a heavy dependence on special levies. The 15 districts with more than 10,000 students raised an average of $160 per pupil in special levies in 1968-69. This amounted to about 20 percent of their total funds. Those large districts with low assessed valuation, including most of the suburban districts near Seattle, were particularly dependent upon special levies.

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[1] **Dr. James W. Johnston, *et al*, *Commonality Analysis*, November 15, 1970. change back to regular**

6. Districts between 500 and 5,000 students in size tend to have low special levies. This results from a combination of low costs and higher state support (than larger districts receive).

7. Despite high costs, small districts tend to have a minimum dependence upon special levies. In fact, 66 of the 86 districts with no special levies in 1968-69 were districts with fewer than 1,000 students. This is a result of a combination of high state funding and high local fund availability.

8. The effects of shifting weighting factors in the present formula are summarized below. In each case the shift in the weighting factor is compensated with a shift in the state guarantee to keep total state funding the same.

   - Elimination of all weighting factors (the number of weighted students would be equal to the actual enrollment) would help larger districts and severely hurt small districts.
   - A reduction in the secondary weighting factor benefits nonhigh school districts. The effect on other districts is relatively minor for two reasons. The proportion of secondary to elementary students is fairly constant across the state, and the enrollment of nonhigh school districts benefited is less than two percent of the total state enrollment.
   - An increase in the disadvantaged weighting factor benefits larger districts, particularly Seattle.
   - An increase in the vocational weighting factor tends to benefit intermediate size districts the most and has least effect on small districts.
   - An increase in the staff characteristics weighting factor tends to help larger districts.
   - Elimination of the 2-mill state property tax with an increase to 7 mills in local property tax for schools tends to hurt larger, high-assessed value districts the most on a millage basis and small districts the most on a dollar-per-pupil basis.
   - An increase in the leeway factor from 85 to 100 percent tends to hurt high-assessed value districts the most, particularly the larger ones.
   - Elimination of the county ratio tends to help high-assessed value districts, particularly the larger ones.
   - An increase in payments for transportation costs tends to help smaller districts, with intermediate sized districts helped most on a millage basis.
   - An increase of the guarantee helps small districts the most on a dollar-per-pupil basis and larger districts the most on the basis of reduction of special levy millage.

9. Listed below are changes in the formula which would have optimized the use of state funds to offset special levies in the 1968-69 school year. If an additional $83.3 million had been distributed by the state using this modified formula, only about $13.4 million in special levies would have been necessary.

   - Guarantee from $368 to $491.
   - Secondary weighting factor from 0.3 to 0.
   - Vocational weighting factor from 1.0 to 0.1.
   - Disadvantaged weighting factor from 0.1 to 0.4.
   - New weighting factor for districts larger than 10,000 students set at 0.2.
   - Staff weighting factor eliminated.

- Leeway factor from 0.85 to 1.10.
- County ratio eliminated.
- Transportation reimbursement from 90 percent of approved to 100 percent of all costs.
- State property tax from 2 mills to 4 mills.
- Modified small school district weighting table.

An equally effective alternative to this formula was to use a guarantee consisting of the actual average teacher salary in a district times an overhead cost factor of 1.84 divided by a student-to-teacher ratio of 30.67. The weightings were the same except that the leeway factor was set at 100 percent and no large school district weighting factor was required.

Section 2

INTRODUCTION

One of the major objectives of the Temporary Special Levy Study Commission was to determine how state funds can be equitably allocated to meet state educational objectives. To do this it was necessary to develop a model of the methods by which the 330 school districts in the state receive their funds. This model could then be used to simulate alternative ways of distributing state funds to districts. The main purpose of this report is to discuss the analyses made of these alternative funding approaches.

Research Approach

Once the basic funding model was developed, a research program was outlined by the Commission, which called for first using the model to develop a better understanding of the effects of the factors in the present state formula for distributing funds to school districts. These factors were varied individually to determine their effect on each of the 330 districts.

In addition, it was decided to determine the optimum combination of these factors which would have best used state funds to offset special levies in the 1968-69 school year. That is, there were approximately $82 million in special levies that year. The assumption was made that the state had an additional $82 million to give to school districts. What values and combinations of the factors in the formula would best distribute these assumed state funds to minimize the special levies remaining? The resulting "optimum" formula was very useful in developing an understanding of both the factors in the formula and their rather complex interaction.

Given this detailed knowledge of the present formula and its effects on school districts across the state, the Commission is now in a far better position to make value judgments on how districts should be funded to meet state educational objectives. These judgments could be refined through further simulations with the funding model.

This is the stage the study is in at the present time. The "optimization" study is completed, and early refinements have been simulated.

The Funding Model

In this study, the present state funding formula was expressed in general terms and translated into a computer program. This translation permits the change of any variable, or combination of variables, in order to see the effect on the state and each school district in the state. For example, the additional secondary weighting factor, presently set at 0.3, could be set at any other value and its effect determined. Or the additional secondary weighting factor and the culturally disadvantaged and migrant student weighting factor could both be changed and the combined effect determined. There are presently about 80 of these variables in the model which can be changed to any desired value. (These variables are listed in Appendix H.)

To assure uniformity throughout the Special Levy Study, analyses have been made on the basis of school districts broken down into 9 group sizes. The summary tables of the funding model have the same format. The total base enrollment range for these district group sizes are as follows: (1) 100,000-20,000; (2) 10,000-19,999; (3) 5,000-9,999; (4) 2,600-4,999; (5) 1,600-2,599; (6) 1,000-1,599; (7) 500-999; (8) 200-499; and (9) 0-199.

Results are reported in a form that permits rapid comparison between the alternative simulated and the actual funding reported for 1968-69. Summaries are provided for local funds, state funds, special levies, and total funds (including Federal funds) available to each school district. Any change in state funds results in a compensating increase or decrease in a school district's special levy.

The special levy was defined as the amount of money required to bring the sum of the regular local, state, and Federal revenues up to the total expenditures reported by the district (on Form A-57-1). For the 1968-69 school year, the total special levy calculated in this manner was just short of $82 million, very nearly the same amount as the actual special levy funds available. This definition for special levies is used throughout this report.

For some districts, their total revenue (omitting any special levy calculation) was higher than their total expenditures for that year. This would result in a "negative" special levy by the definition described above. In these cases, the levy was set to zero.

Source of Data

Two files of data, obtained from the Superintendent of Public Instruction (SPI) were used for this study. One file consists of all the data reported on Form A-57 by each school district, and the other file consists of all the data reported on the Form A-20-F by each district. *Both files were for school year 1968-69.* Data for the 1969-70 school year have only recently become available, and they are not included in this study. However, some updating based on 1970-71 budget data is planned prior to completion of the study.

Additional data consisting of driver education program costs and transportation cost data were also obtained from SPI. Teachers' salary data was obtained from the *Washington Education Association Annual Certificated Staff Salary Study* report. All of these sets of data were combined into one file, consisting of one block of data for each school district.

Table 1

REVENUE SOURCE FOR THE WASHINGTON PUBLIC SCHOOLS IN 1968-69

Revenue Sources	Amount	Dollars	Percent
Local			37.1
Local property tax	$ 69.6		12.2
Special levies	83.3		14.6
Total county-administered funds	25.1		4.4
Other local funds	33.9		5.9
Total		$211.9	
State			56.2
3010 Regular	247.69		
3020 Transportation	18.7		
3030 Handicapped	14.90		
3040 Adult education	0.53		
3050 State institutions	2.57		
3060 Vocational-technical schools	3.93		
3070 State property tax	27.8		
3080 Driver education	1.73		
3090 PUD excise tax	1.17		
3120 State forest funds	0.47		
3999 Other funds	1.61		
Total		321.1	
Federal		38.1	6.7
Total revenue		$571.1	
Total expense		577.6	

Section 3

FUNDING FORMULA AND THE EFFECT OF ITS WEIGHTING FACTORS ON THE LOCAL SCHOOL DISTRICT

The Washington public schools in the 1968-69 school year had an enrollment of 771,759 students and total expenditures of $577.6 million. This is a per-pupil cost of $748.

In 1968-69 there were 330 local school districts. These school districts are financially supported by revenues collected primarily from the local school district, the county, state tax sources, and special levies. A breakdown of the revenue sources for the total Washington public school system into local, state, and Federal funds is shown in Table 1. The "average" district obtains approximately 15 percent of its revenue from special levies. At this level, the passage or failure of a special levy can have a very climactic effect on that district's level of services. The effect of weighting factors upon a particular size group of school districts will be discussed later in this section. What is meant by "weighting factors" will be explained below.

State Support

Each biennium the State Legislature determines and appropriates the amount that may be allocated to school districts to finance operational costs.

The available funds are distributed to districts via a funding formula which guarantees an equal amount of total revenue (with certain exceptions) per "weighted" student enrolled; that is, the districts are reimbursed additionally for each type of student other than the elementary student.

1. An elementary pupil is weighted 1.0.
2. Each secondary student is weighted by an additional 0.3 (total 1.3).
3. Each full-time equivalent student enrolled in approved vocational classes is weighted an additional 1.0.
4. Remote and necessary elementary schools enrolling fewer than 100 students receive weighted credit according to an approved schedule. Nine elementary school districts were so identified by the State Board of Education. The formula also provides for weighting a remote elementary school within a larger district where conditions meet criteria established by the board.
5. High school districts enrolling fewer than 250 pupils receive an added remote-and-necessary weighting factor. One hundred thirteen school districts were so classified in 1968-69.
6. Specified added weighting credit is also provided, by schedule, to help meet the salary costs for staff experience and training beyond the minimum required. This is referred to as "the staff characteristic factor."
7. A district receives an additional 0.1 weighting factor for 25 percent of their culturally disadvantaged children.

The sum of the above enrollments is termed the weighted enrollment.

The State Superintendent of Public Instruction sets a per-weighted-pupil guarantee which in 1968-69 was $368. The guarantee is defined as that amount of money available after a tax of uniform millage–local property tax–has been collected in each school district.

The difference between 85 percent of regular local tax revenues adjusted upward by the county ratio plus the total real estate excise tax on the one hand, and the guaranteed minimum support (368 times the weighted enrollment) on the other, represents the state assistance provided to each district in the State Apportionment Account 3010. Other state accounts are as follows:

Account No.	Description
3020	Transportation reimbursement
3030	Education of handicapped children
3040	Adult education
3050	State institutions
3060	Vocational technical schools
3070	State property tax

3080	Driver education
3090	Public utility district excise tax
3100	State matching (cash receipts)
3110	State matching (paid by SPI to contr.)
3120	State forest funds
3130	Salary increase
3140	Employee health benefits
3200	Special state programs
3999	Other funds (mobile home tax)

School Districts Group Size

For purposes of organization, the school districts have been grouped according to size. Size groups were chosen since the single most important variable in school systems studies seems to be the size of the school district as measured against the number of pupils served. Nine size groups were selected; these are shown in Table 2 along with the number of districts and the number of pupils within each size group.

Table 2

SCHOOL DISTRICTS GROUP SIZE

Group Size	Enrollment Range	Number of School Districts	Enrollment in These School Districts	Average Enrollment
1	Over 20,000	6	238,189	39,698
2	10,000-19,999	9	125,223	13,914
3	5,000-9,999	21	146,812	6,991
4	2,600-4,999	29	100,540	3,467
5	1,600-2,599	25	54,003	2,160
6	1,000-1,599	29	36,346	1,253
7	500-999	59	42,428	719
8	200-499	65	21,332	328
9	0-200	87	6,886	79
		330	771,760	2,339

Revenue Sources Per Group Size

The per-pupil revenue by group is shown in Figure 1, following. The per-pupil revenue ranges from a low of $674 in group 4 (approximately 3,500 pupils per district) to $966 in group 9 (79 pupils per district). The over-all revenue is lower than average for the middle size school districts, groups 3 to 7, and higher for the very large and very small school districts, greater than 10,000 or less than 500. State support is fairly constant, around $430, but exact amounts vary from $410 in group 1 to $498 in group 9. Of particular interest is the dependence upon special levies. The 15 districts having enrollments greater than 10,000, or 47 percent of the total number of pupils, raise about $160 per pupil by special levies, about 20 percent of their cost; whereas the middle size districts raise very little in this manner. Group 6 raises only $28 or 4 percent by special levies. This is better shown in Figure 2, following Figure 1. The amount of local revenue and other sources which include Federal aid, fees, and some local funds are also shown. Local revenue ranges from $92 for group 4 to $223 for group 9. The extremely high assessment value per pupil in groups 8 and 9 allows them to collect a large per-pupil sum of money via the local property tax.

Figure 1

PER-STUDENT REVENUE BY GROUP SIZE

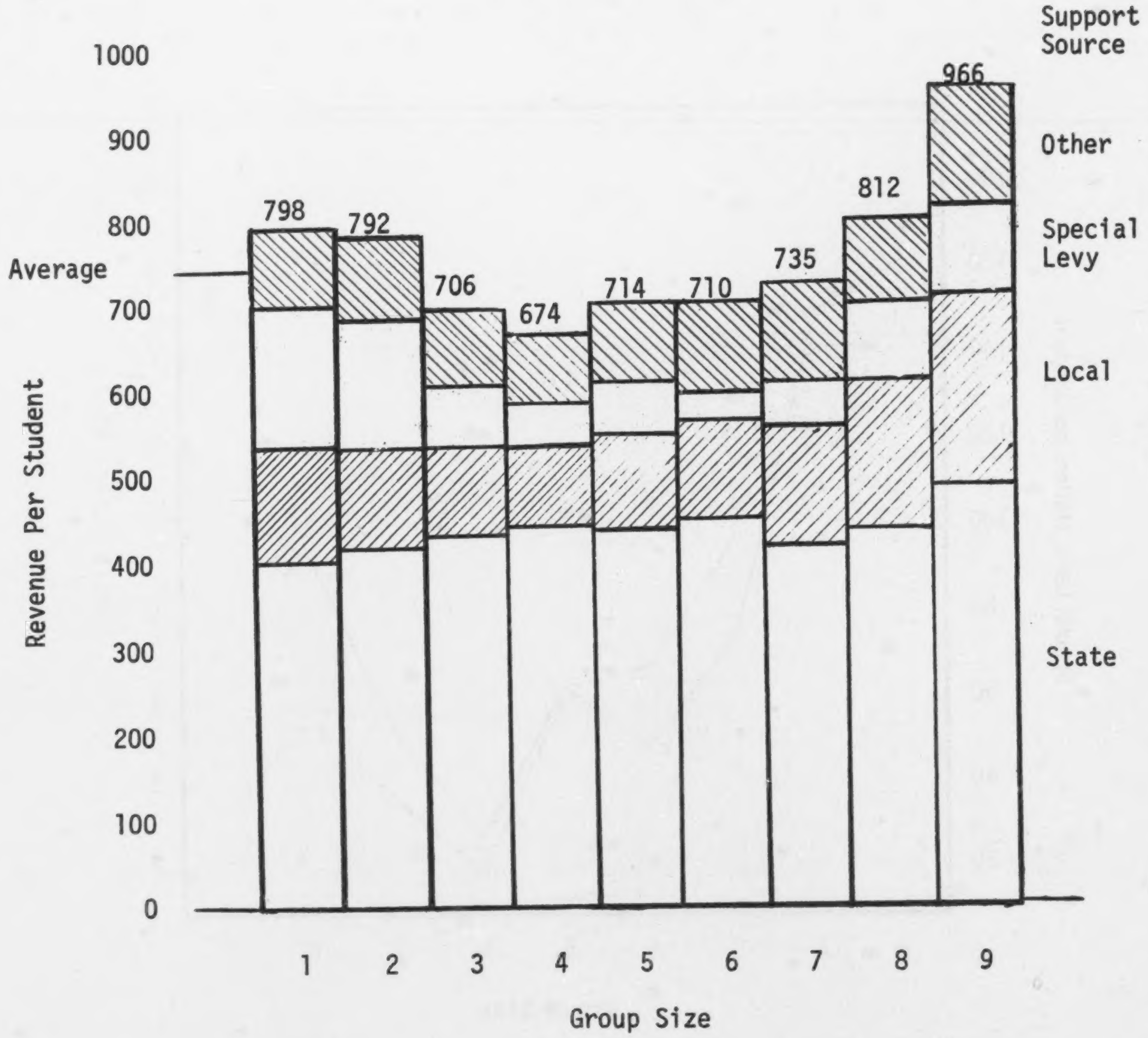
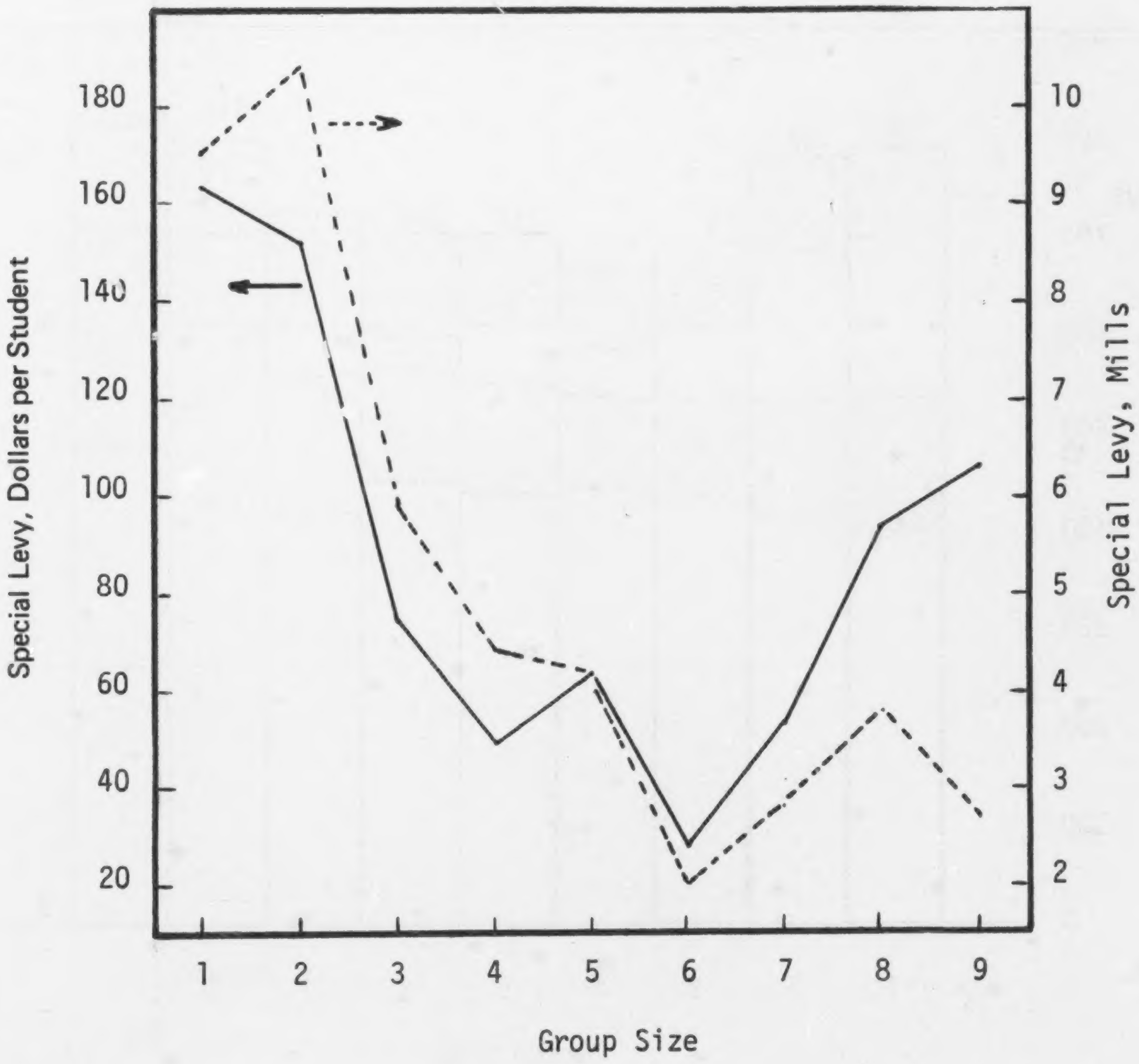


Figure 2

THE AMOUNT OF SPECIAL LEVIES WITHIN EACH SCHOOL DISTRICT GROUP SIZE



Effect of the Weighting Factors

One of the first research tasks was to assess the effectiveness of the weighted enrollment concept. Table 3 contains the summary tables from the simulation model for the "what if" case when all the additional weighting factors were zero; that is, the weighted enrollment equals the total base enrollment with a compensating increase in the guarantee so that there is no change in net dollars. The base case is always the actual revenue allocation in the 1968-69 school year. An extension of this case was made by eliminating the county ratio and adjusting the leeway factor from 85 percent to 100 percent. These summary tables are presented in Table 4, following Table 3. A comparison of these cases is shown in Table 5, following Table 4. In both these cases the guarantee was increased so that the total funds allocated by the state remained unchanged.

It can be seen from these tables, particularly Table 5, that the large school districts benefit while the small districts lose funds when all the weighting factors are eliminated. Therefore, since districts larger than 10,000 enrollment have 71 percent of the total special levies across the state, one should expect to see the weighting factors approach zero if the objective is to reduce special levies.

With this background on the effect of all the weighting factors, it is possible now to consider each one of the weighting factors separately. In all the following cases the special levy millage is based on 50 percent assessed value.

WHAT IF – WEIGHTED ENROLLMENT

MILLAGE	NUMBER OF DISTRICTS			PERCENTAGE OF DISTRICTS		
	BASE	WHAT IF	MORE FUNDS	BASE	WHAT IF	MORE FUNDS
0.	85	73	35	25.8	22.1	10.6
.0- .5	11	12	2	3.3	3.6	.6
.5- 1.0	22	17	1	6.7	5.2	.3
1.0- 1.5	17	16	2	5.2	4.8	.6
1.5- 2.0	14	11	1	4.2	3.3	.3
2.0- 3.0	30	26	3	9.1	7.9	.9
3.0- 4.0	26	25	1	7.9	7.6	.3
4.0- 5.0	26	23	0	7.9	7.0	.0
5.0- 6.0	25	26	0	7.6	7.9	.0
6.0- 8.0	28	28	1	8.5	8.5	.3
8.0-11.0	25	41	2	7.6	12.4	.6
11.0-15.0	10	18	0	3.0	5.5	.0
15.0-24.0	10	11	0	3.0	3.3	.0
OVER 24	1	3	0	.3	.9	.0
TOTAL	330	330	48	100.0	100.0	14.5

ACCUMULATED VALUES

MILLAGE LESS THAN	NUMBER OF DISTRICTS			PERCENTAGE OF DISTRICTS		
	BASE	WHAT IF	MORE FUNDS	BASE	WHAT IF	MORE FUNDS
0.	85	73	35	.0	.0	-.0
.5	96	85	37	29.1	25.8	11.2
1.0	118	102	38	35.8	30.9	11.5
1.5	135	118	40	40.9	35.8	12.1
2.0	149	129	41	45.2	39.1	12.4
3.0	179	155	44	54.2	47.0	13.3
4.0	205	180	45	62.1	54.5	13.6
5.0	231	203	45	70.0	61.5	13.6
6.0	256	229	45	77.6	69.4	13.6
8.0	284	257	46	86.1	77.9	13.9
11.0	309	298	48	93.6	90.3	14.5
15.0	319	316	48	96.7	95.8	14.5
24.0	329	327	48	99.7	99.1	14.5
99.0	330	330	48	100.0	100.0	14.5

Table 3

EQUALS TOTAL BASE ENROLLMENT

PERCENT REDUCTION - BASE CASE			
AVG	S.D.	MIN	MAX
.0	.0	-.0	-.0
-323.2	623.8	-1906.6	100.0
-272.1	575.9	-1970.3	100.0
-40.8	153.1	-449.2	100.0
-15.0	59.1	-110.5	78.9
-18.4	71.6	-209.9	100.0
-74.7	233.2	-1189.4	53.3
-13.4	46.4	-157.6	83.8
-13.2	36.1	-143.2	49.7
-18.9	35.0	-99.6	48.1
-4.6	15.0	-49.5	19.7
-11.5	37.6	-95.2	25.6
8.3	19.6	-24.0	49.8
-77.3	.0	-77.3	-77.3
-43.6	215.6	-1970.3	100.0

PERCENT ASSESSED VALUE		
BASE	WHAT IF	MORE FUNDS
7.3	6.8	3.0
1.7	1.8	.1
4.1	3.5	.0
1.6	3.1	.0
2.2	1.1	.0
6.5	5.3	.3
4.8	6.1	.1
6.1	4.3	.0
6.2	5.6	.0
29.7	31.9	.2
11.7	12.0	.2
8.4	10.5	.0
9.8	7.9	.0
.0	.0	.0
100.0	100.0	4.1

OF THE ABOVE TABLE

PERCENT ASSESSED VALUE		
BASE	WHAT IF	MORE FUNDS
7.3	6.8	3.0
9.0	8.7	3.1
13.1	12.2	3.1
14.6	15.3	3.2
16.8	16.4	3.2
23.4	21.6	3.6
28.1	27.8	3.7
34.3	32.0	3.7
40.4	37.6	3.7
70.1	69.5	3.9
81.8	81.5	4.1
90.2	92.0	4.1
100.0	100.0	4.1
100.0	100.0	4.1

Table 3–Continued

SUMMARY TABLE OF DISTRICTS

WHAT IF – WEIGHTED ENROLLMENT

GROUP	SIZE	NUMBER OF DISTRICTS	NUMBER OF STUDENTS
1	20000-99999	6	238189
2	10000-19999	9	125223
3	5000- 9999	21	146812
4	2600- 4999	29	100540
5	1600- 2599	25	54003
6	1000- 1599	29	36346
7	500- 999	59	42428
8	200- 499	65	21332
9	0- 199	87	6886
	TOTAL	330	771760

PER-PUPIL SUMMARY

GROUP	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES	
	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
1	134.9	134.9	409.8	411.8	163.2	161.1
2	118.3	118.3	423.3	430.9	152.6	145.0
3	103.8	103.8	441.2	441.1	71.6	71.5
4	92.4	92.4	449.6	451.4	48.7	47.8
5	124.0	124.0	444.1	445.2	59.6	59.9
6	136.0	136.0	462.2	460.9	22.2	22.9
7	149.1	149.1	425.1	417.3	47.7	54.8
8	181.0	181.0	446.4	409.2	85.3	121.5
9	231.9	231.9	497.9	424.5	99.8	164.0
TOTAL	123.0	123.0	430.6	430.6	106.2	106.2

GROUPED BY ENROLLMENT SIZE

EQUALS TOTAL BASE ENROLLMENT

PERCENT REDUCTION				SPECIAL LEVY MILLAGE	
LOCAL FUNDS	STATE FUNDS	SPECIAL LEVY	TOTAL FUNDS	BASE	WHAT IF
-.0	-.5	1.3	-.0	9.5	9.4
-.0	-1.8	5.0	-.0	10.4	9.9
-.0	.0	.0	.0	5.7	5.7
-.0	-.4	1.7	-.2	4.3	4.3
-.0	-.3	-.4	-.2	4.0	4.0
-.0	.3	-3.2	.1	1.6	1.6
-.0	1.8	-14.9	.1	2.5	2.9
-.0	8.3	-42.5	.1	3.4	4.9
-.0	14.7	-64.3	.9	2.6	4.2
-.0	.0	-.0	-.0	6.9	6.9

TOTAL FUNDS		SPECIAL LEVIES PERCENT OF TOTAL	
BASE	WHAT IF	BASE	WHAT IF
798.4	798.4	47.4	46.8
791.5	791.5	23.3	22.2
705.7	705.6	12.8	12.8
673.8	674.9	6.0	5.9
719.3	720.7	3.9	3.9
727.0	726.4	1.0	1.0
737.0	736.3	2.5	2.8
812.2	811.3	2.2	3.2
968.5	959.4	.8	1.4
753.0	753.1	100.0	100.0

WHAT IF – WEIGHTED ENROLLMENT EQUALS TOTAL BASE

MILLAGE	NUMBER OF DISTRICTS BASE	NUMBER OF DISTRICTS WHAT IF	NUMBER OF DISTRICTS MORE FUNDS	PERCENTAGE OF DISTRICTS BASE	PERCENTAGE OF DISTRICTS WHAT IF	PERCENTAGE OF DISTRICTS MORE FUNDS
0.	85	71	34	25.8	21.5	10.3
.0- .5	11	15	4	3.3	4.5	1.2
.5- 1.0	22	16	3	6.7	4.8	.9
1.0- 1.5	17	16	3	5.2	4.8	.9
1.5- 2.0	14	14	2	4.2	4.2	.6
2.0- 3.0	30	16	2	9.1	4.8	.6
3.0- 4.0	26	27	1	7.9	8.2	.3
4.0- 5.0	26	31	0	7.9	9.4	.0
5.0- 6.0	25	20	0	7.6	6.1	.0
6.0- 8.0	28	32	1	8.5	9.7	.3
8.0-11.0	25	41	2	7.6	12.4	.6
11.0-15.0	10	17	0	3.0	5.2	.0
15.0-24.0	10	11	0	3.0	3.3	.0
OVER 24	1	3	0	.3	.9	.0
TOTAL	330	330	52	100.0	100.0	15.8

ACCUMULATED VALUES

MILLAGE LESS THAN	NUMBER OF DISTRICTS BASE	NUMBER OF DISTRICTS WHAT IF	NUMBER OF DISTRICTS MORE FUNDS	PERCENTAGE OF DISTRICTS BASE	PERCENTAGE OF DISTRICTS WHAT IF	PERCENTAGE OF DISTRICTS MORE FUNDS
0.	85	71	34	.0	.0	-.0
.5	96	86	38	29.1	26.1	11.5
1.0	118	102	41	35.8	30.9	12.4
1.5	135	118	44	40.9	35.8	13.3
2.0	149	132	46	45.2	40.0	13.9
3.0	179	148	48	54.2	44.8	14.5
4.0	205	175	49	62.1	53.0	14.8
5.0	231	206	49	70.0	62.4	14.8
6.0	256	226	49	77.6	68.5	14.8
8.0	284	258	50	86.1	78.2	15.2
11.0	309	299	52	93.6	90.6	15.8
15.0	319	316	52	96.7	95.8	15.8
24.0	329	327	52	99.7	99.1	15.8
99.0	330	330	52	100.0	100.0	15.8

Table 4

ENROLLMENT + NO COUNTY RATIO + NO LEEWAY FACTOR

PERCENT REDUCTION - BASE CASE				PERCENT ASSESSED VALUE		
AVG	S.D.	MIN	MAX	BASE	WHAT IF	MORE FUNDS
.0	.0	-.0	-.0	7.3	6.9	2.9
-271.1	790.6	-2524.5	100.0	1.7	2.9	.5
-273.8	604.6	-1931 7	100.0	4.1	2.2	.5
-57.2	179.0	-474.3	100.0	1.6	2.8	.2
-30.8	95.0	-219.8	100.0	2.2	2.3	.2
-24.9	75.0	-228.7	92.4	6.5	2.7	.3
-74.2	241.3	-1226.8	71.7	4.8	7.9	.1
-14.2	52.0	-167.7	88.0	6.1	6.9	.0
-11.8	36.4	-138.9	41.6	6.2	3.3	.0
-19.1	33.7	-98.1	43.3	29.7	28.8	.2
-5.5	15.6	-52.9	20.1	11.7	14.8	.2
-17.1	41.9	-101.9	25.0	8.4	10.6	.0
7.7	17.9	-25.1	43.4	9.8	7.9	.0
-80.1	.0	-80.1	-80.1	.0	.0	.0
-44.2	236.5	-2524.5	100.0	100.0	100.0	5.0

OF THE ABOVE TABLE

PERCENT ASSESSED VALUE		
BASE	WHAT IF	MORE FUNDS
7.3	6.9	2.9
9.0	9.8	3.3
13.1	12.0	3.8
14.6	14.7	4.0
16.8	17.0	4.2
23.4	19.7	4.5
28.1	27.6	4.6
34.3	34.5	4.6
40.4	37.9	4.6
70.1	66.6	4.8
81.8	81.4	5.0
90.2	92.0	5.0
100.0	100.0	5.0
100.0	100.0	5.0

Table 4–Continued

SUMMARY TABLE OF DISTRICTS

WHAT IF – WEIGHTED ENROLLMENT EQUALS TOTAL BASE

GROUP	SIZE	NUMBER OF DISTRICTS	NUMBER OF STUDENTS
1	20000-99999	6	238189
2	10000-19999	9	125223
3	5000- 9999	21	146812
4	2600- 4999	29	100540
5	1600- 2599	25	54003
6	1000- 1599	29	36346
7	500- 999	59	42428
8	200- 499	65	21332
9	0- 199	87	6886
	TOTAL	330	771760

PER-PUPIL SUMMARY

GROUP	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES	
	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
1	134.9	134.9	409.8	413.2	163.2	159.8
2	118.3	118.3	423.3	431.3	152.6	144.6
3	103.8	103.8	441.2	440.2	71.6	72.7
4	92.4	92.4	449.6	450.2	48.7	49.2
5	124.0	124.0	444.1	445.8	59.6	59.1
6	136.0	136.0	462.2	459.0	22.2	24.3
7	149.1	149.1	425.1	417.8	47.7	54.5
8	181.0	181.0	446.4	408.1	85.3	122.7
9	231.9	231.9	497.9	422.0	99.8	165.5
TOTAL	123.0	123.0	430.6	430.7	106.2	106.2

GROUPED BY ENROLLMENT SIZE

ENROLLMENT + NO COUNTY RATIO + NO LEEWAY FACTOR

PERCENT REDUCTION				SPECIAL LEVY MILLAGE	
LOCAL FUNDS	STATE FUNDS	SPECIAL LEVY	TOTAL FUNDS	BASE	WHAT IF
-.0	-.8	2.1	-.0	9.5	9.3
-.0	-1.9	5.2	-.0	10.4	9.9
-.0	.2	-1.6	-.0	5.7	5.8
-.0	-.1	-1.1	-.2	4.3	4.4
-.0	-.4	.9	-.2	4.0	4.0
-.0	.7	-9.1	.2	1.6	1.7
-.0	1.7	-14.3	.1	2.5	2.9
-.0	8.6	-43.9	.1	3.4	4.9
-.0	15.2	-65.8	1.1	2.6	4.2
-.0	-.0	-.0	-.0	6.9	6.9

TOTAL FUNDS		SPECIAL LEVIES PERCENT OF TOTAL	
BASE	WHAT IF	BASE	WHAT IF
798.4	798.4	47.4	46.5
791.5	791.5	23.3	22.1
705.7	705.8	12.8	13.0
673.8	675.0	6.0	6.0
719.3	720.6	3.9	3.9
727.0	725.8	1.0	1.1
737.0	736.6	2.5	2.8
812.2	811.4	2.2	3.2
968.5	958.3	.8	1.4
753.0	753.1	100.0	100,0

Table 5

EFFECT OF WEIGHTING FACTORS, COUNTY RATIO, AND LEEWAY FACTOR IN ALLOCATION OF STATE FUNDS

Minimum School District Size	Percent Reduction in Special Levies No Weighting Factor	 No Weighting Factor No County Ratio Leeway Factor is 100%
20,000	1.3	2.1
10,000	5.0	5.2
5,000	0.0	-1.6
2,600	1.7	-1.1
1,600	-0.4	0.9
1,000	-3.2	-9.1
500	-14.9	-14.3
200	-42.5	-43.9
0	-64.3	-65.8

Secondary Weighting Factor (Table 6, Figure 3)

Existing Value: 0.3

Since the ratio of secondary to elementary students is relatively constant between school districts except for the nonhigh school districts (primarily those with less than 500 enrollment), the secondary weighting factor can be adjusted either up or down with little effect on all size groups except groups 8 and 9. Increasing the weighting factor puts proportionally more money per pupil into the larger districts. Thus, decreasing the weighting factor costs large school districts the most. A 0.1 decrease in the weighting factor changes the allocation of state funds by $12.95 million, and a 0.3 decrease by $38.8 million. The percentage reduction in state funds is about constant except for group 9 where there is less reduction.

Table 6

THE SECONDARY WEIGHTING FACTOR REDUCED FROM 0.3 to ZERO[1]

Decrease in State Support: $38.85 million ($12.95/0.1 change)

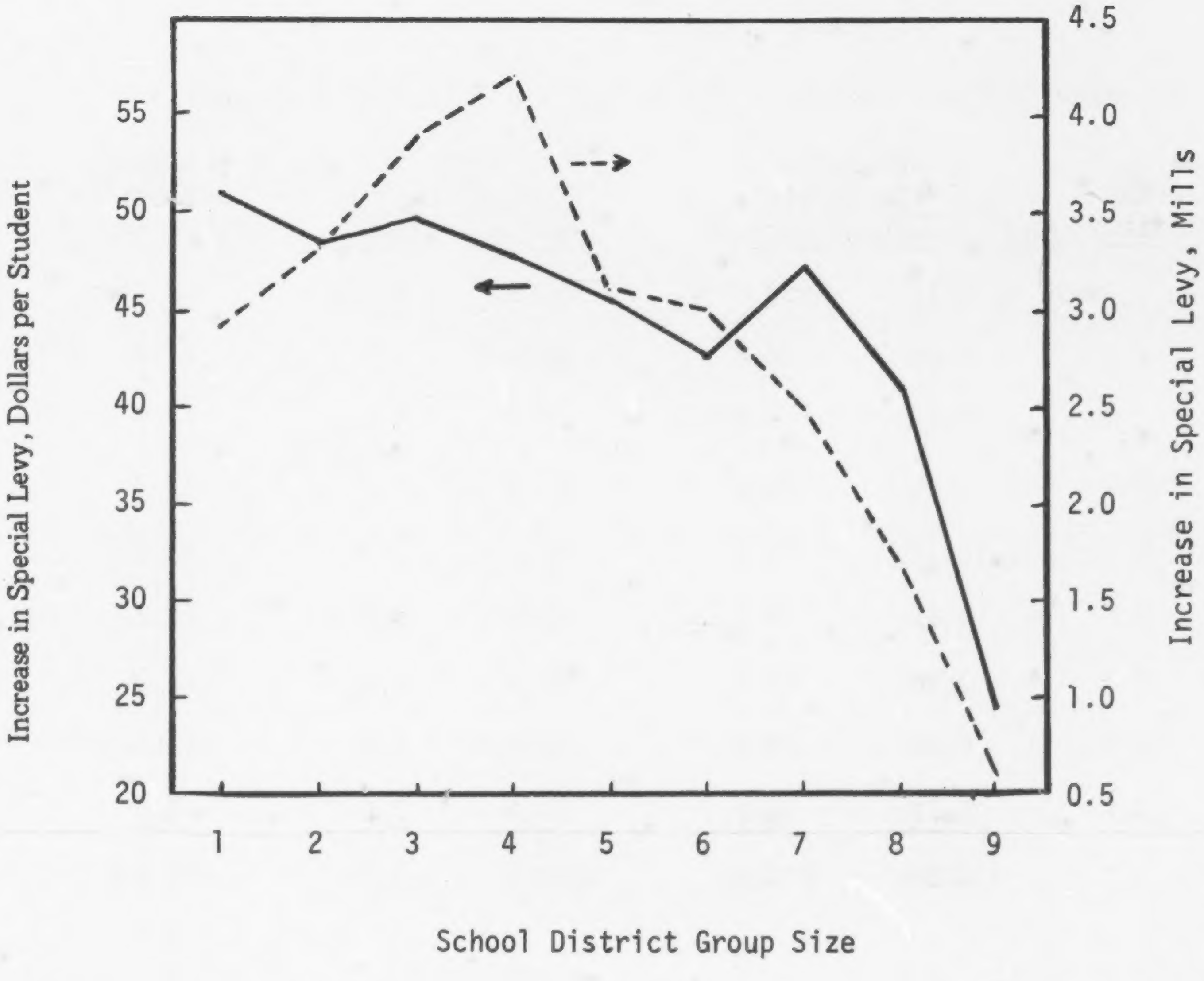
Group Size	Decrease in State Support		Increase in Special Levy		Percent Decrease in State Support
	Dollars in Millions	Per Pupil	Per Pupil	Mills	
1	$ 12.12	$ 50.9	50.9	2.9	12.4%
2	6.06	48.4	48.4	3.3	11.4
3	7.58	51.6	49.7	3.9	11.7
4	5.06	50.3	47.8	4.2	11.2
5	2.74	50.7	45.6	3.1	11.4
6	1.89	52.0	42.6	3.0	11.2
7	2.20	51.8	47.3	2.5	12.2
8	0.99	46.6	42.0	1.7	10.4
9	0.23	32.9	24.3	0.6	6.6
	$ 38.85	$50.3	$ 48.4	3.2	11.7%

---

[1] Discrepencies in totals on all tables are due to rounding-off error.

Figure 3

EFFECT ON SCHOOL DISTRICT GROUP SIZES BY ELIMINATING THE SECONDARY WEIGHTING FACTOR WITHOUT A COMPENSATING INCREASE IN THE GUARANTEE



Culturally Disadvantaged Weighting Factor (Table 7, Figure 4)

Existing Value: 0.1.

This factor affects mainly the large school districts. The funds allocated through the factor in 1968-69 were relatively minor, $837,000. An increase in the factor to 0.8 would increase the state support to $5.87 million with the 6 largest school districts, with enrollments greater than 20,000, receiving $3.19 million of these funds. Seattle would receive $1.71 million.

Table 7

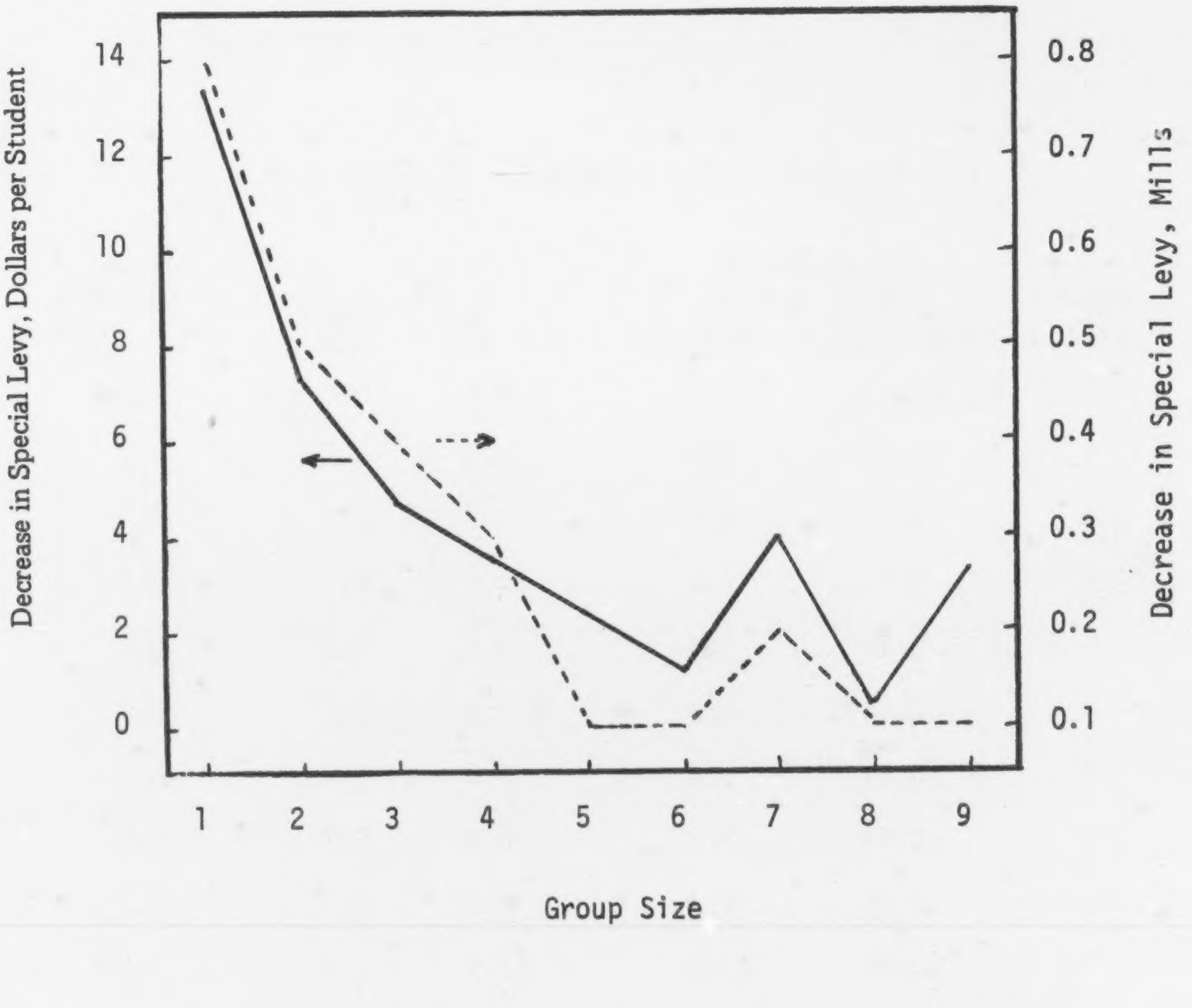
EFFECT UPON SCHOOL DISTRICT GROUP SIZES WHEN THE DISADVANTAGED WEIGHTING FACTORS INCREASED FROM 0.1 to 0.8

Increase in State Support: $5.87 million
$0.838/0.1 change

Group Size	Increase in State Support		Decrease in Special Levy		Percent Increase in State Funds
	Dollars in Millions	Per Pupil	Per Pupil	Mills	
1	$ 3.19	$13.4	$ 13.4	0.8	3.3 %
2	0.91	7.3	7.3	0.5	1.7
3	0.69	4.7	4.7	0.4	1.1
4	0.41	4.1	3.5	0.3	0.9
5	0.18	3.4	2.4	0.1	0.8
6	0.14	3.8	1.2	0.1	0.8
7	0.24	5.6	4.0	0.2	1.3
8	0.04	2.0	0.4	0.1	0.5
9	0.04	6.1	3.3	0.1	1.2
	$ 5.87	$7.6	$7.1	0.4	1.8 %

Figure 4

EFFECT ON SCHOOL DISTRICT GROUP SIZES BY RAISING THE DISADVANTAGED WEIGHTING FACTOR FROM 0.1 TO 0.8



Vocational Weighting Factor (Additional) (Table 8, Figure 5)

Existing Value: 1.0.

Reducing the additional vocational factor to zero would cost the medium size school districts the most. The small school districts, groups 8 and 9, would be affected the least. Group 4's special levy would be increased by 0.9 mills, the highest change.

Table 8

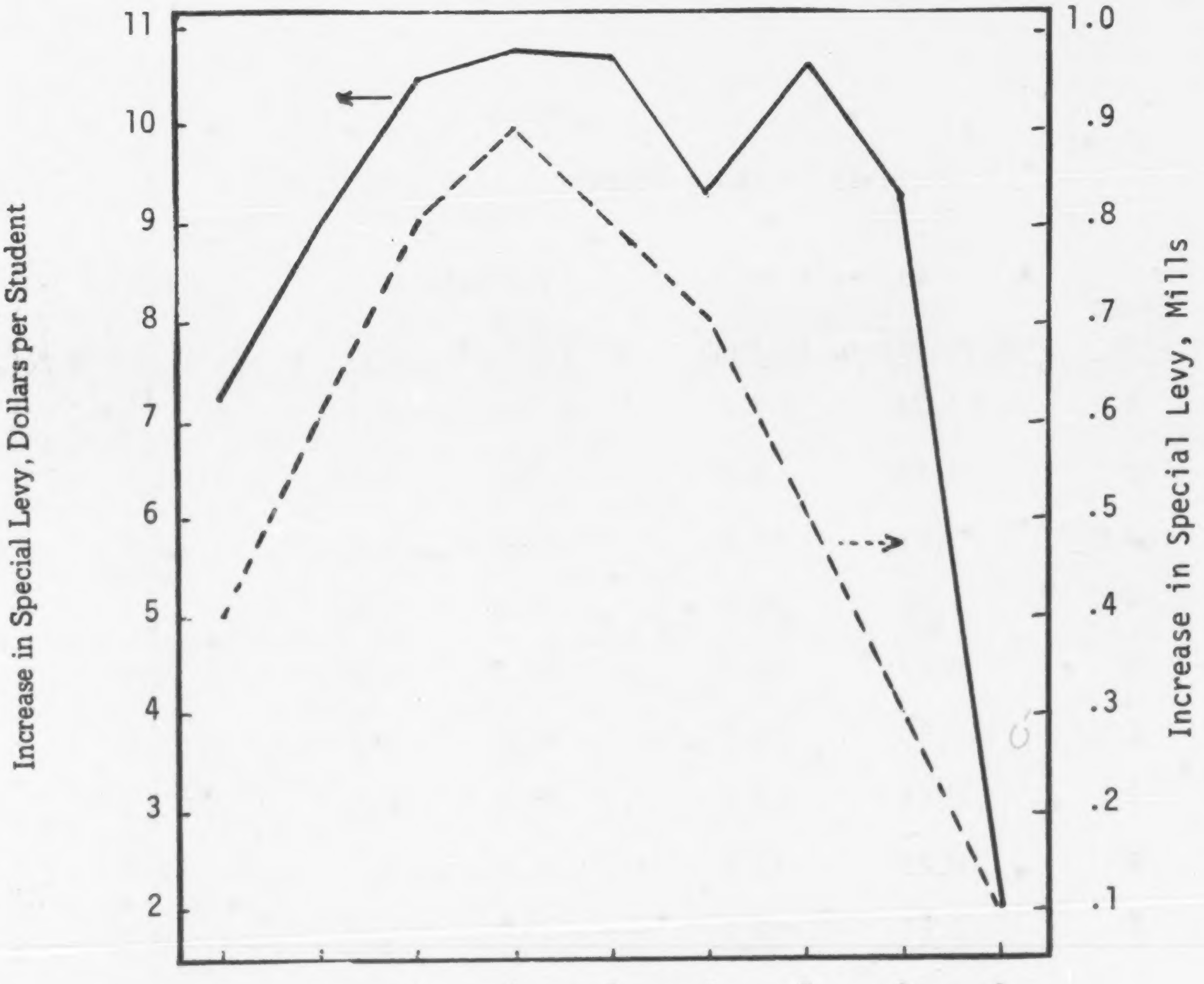
EFFECT UPON SCHOOL DISTRICT GROUP SIZES WHEN THE ADDITIONAL VOCATIONAL WEIGHTING FACTOR IS REDUCED FROM 1.0 TO ZERO

Decrease in State Support: $7.638 million
$763,800/0.1 change

Group Size	Decrease in State Support: Dollars in Millions	Decrease in State Support: Per Pupil	Increase in Special Levy: Per Pupil	Increase in Special Levy: Mills	Percent Decrease in State Support
1	$ 1.74	$ 7.3	$ 7.2	0.4	1.8 %
2	1.13	9.0	9.0	0.6	2.1
3	1.61	11.0	10.5	0.8	2.5
4	1.22	12.1	10.8	0.9	2.7
5	0.67	12.4	10.7	0.8	2.8
6	0.50	13.7	9.3	0.7	3.0
7	0.54	12.8	10.6	0.5	3.0
8	0.23	10.7	9.3	0.3	2.4
9	0.01	2.1	2.0	0.1	0.4
	$ 7.65	$ 9.8	$ 9.2	0.6	2.3 %

Figure 5

EFFECT ON SCHOOL DISTRICT GROUP SIZES
BY ELIMINATING THE VOCATIONAL WEIGHTING
FACTOR WITHOUT A COMPENSATING INCREASE
IN THE GUARANTEE



State Property Tax (Table 9, Figure 6)

Present Level: 2 mills – High School
1.2 mills – Non-High School

Before considering the effect of eliminating the state property tax, it is helpful to look at the assessed value per pupil for the different school districts group sizes.

School District Size	Assessed Value Per Pupil	Adjusted Value Per Pupil
20,000	$ 8,602	$ 10,598
10,000	7,329	9,062
5,000	6,285	7,727
2,600	5,653	6,992
1,600	7,505	9,382
1,000	7,010	8,618
500	9,388	11,765
200	12,413	15,353
0	19,312	24,155
Weighted Average	$ 7,603	$ 9,481

As seen from the above table, small school districts have an assessment value per pupil about twice the state average. However, in group 8 there are 23 school districts with an adjusted value below the state average, while 42 are above average; 65 percent of these districts have a high assessment value per pupil. In group 9, only 15 school districts have below-average adjusted value per pupil, whereas 72 of them are not only above the state average, but are enough above to give the whole group an assessed value per pupil of 255 percent of the state average; 83 percent of these districts have an extremely high assessment value per pupil. A complete list of school districts in groups 8 and 9 and their adjusted values per pupil is contained in Appendix C, following this report.

As seen from Figure 6, eliminating the state property tax and increasing the local property tax by one half the state's millage would affect large school districts the most. This is evident particularly when considering the millage curve. Over half of the reduction in total funds is in groups 1 and 2.

Table 9

EFFECT UPON SCHOOL DISTRICT GROUP SIZES IF THE STATE PROPERTY TAX WERE ELIMINATED AND THE LOCAL PROPERTY TAX WERE INCREASED TO 7 MILLS FOR HIGH SCHOOL DISTRICTS AND TO 4.2 MILLS FOR NONHIGH SCHOOL DISTRICTS

Reduction in State Funds: 27.787

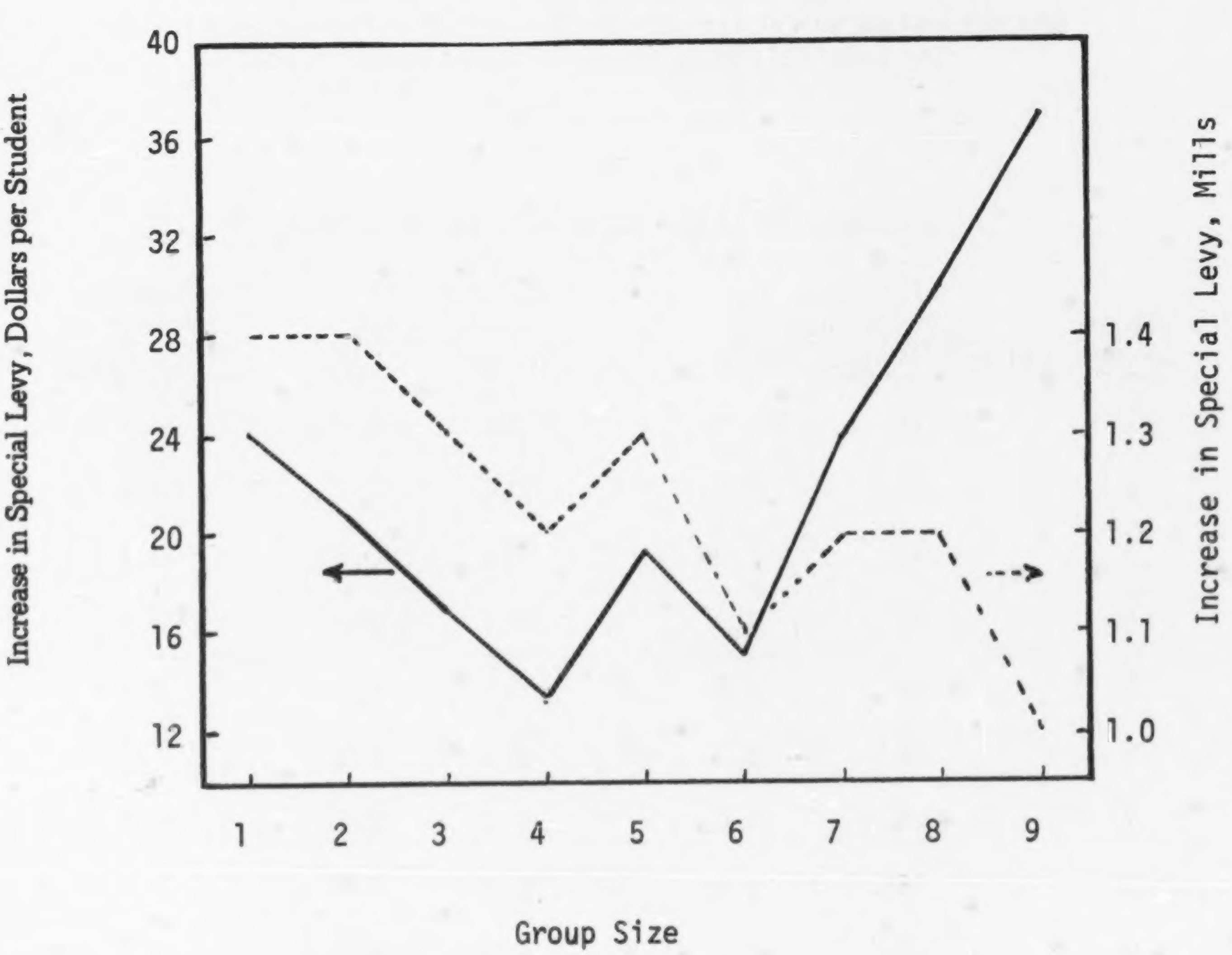
Increase in Local Funds: 11.241

Net Change in Funds: -16.546

Group Size	Decrease in State Support Per Pupil	Increase in Local Funds Per Pupil	Increase in Special Levies		
			Per Pupil	Mills	Percent
1	$ 41.3	$ 16.8	$ 24.5	1.4	15.0%
2	34.4	13.9	20.4	1.4	13.4
3	29.6	12.1	17.0	1.3	23.0
4	25.5	10.2	13.6	1.2	27.7
5	35.6	14.3	19.1	1.3	30.2
6	33.6	13.5	15.3	1.1	54.0
7	45.1	18.0	24.1	1.2	45.5
8	55.4	22.5	29.8	1.2	31.9
9	75.1	29.9	37.0	1.0	35.0
	$ 36.0	$ 14.5	$ 20.6	1.4	19.0%

Figure 6

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES BY ELIMINATING THE STATE PROPERTY TAX AND WITH A COMPENSATING INCREASE IN LOCAL PROPERTY TAX TO 7.0/4.2 MILLS



Transportation

Present Method: 90 percent approved.

Two changes in the transportation allotment were investigated: in one the state reimbursed local districts 100 percent of approved costs, and in the other the reimbursement was 100 percent of the total costs.

The first case is shown in Table 10 and Figure 7. On a per-pupil basis the smaller the district, the more funds they received. On a millage basis, however, the effect upon the districts' special levies was about constant.

The second case is shown in Table 11 and Figure 8. Again it is evident that on a per-pupil basis, special levies are reduced more for smaller school districts. However, on a millage basis, the medium sized districts would benefit the most.

Table 10

EFFECT UPON SCHOOL DISTRICT GROUP SIZES IF THE STATE REIMBURSEMENT OF APPROVED TRANSPORTATION COSTS WERE INCREASED FROM 90 PERCENT TO 100 PERCENT

Increase in State Support: $2.48 million

Group Size	Increase in State Support		Decrease in Special Levy		Percent Increase in State Funds
	Dollars in Millions	Per Pupil	Per Pupil	Mills	
1	$ .38	$ 1.6	$ 1.6	0.1	0.4 %
2	.33	2.6	2.6	0.2	0.6
3	.43	2.9	3.0	0.2	0.7
4	.41	4.1	3.5	0.3	0.9
5	.24	4.5	3.7	0.2	1.0
6	.19	5.3	3.2	0.2	1.2
7	.25	6.0	5.1	0.3	1.4
8	.16	7.6	6.0	0.3	1.7
9	.08	10.9	6.5	0.2	2.2
	$ 2.48	$ 3.3	$ 2.8	0.2	0.7 %

Figure 7

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES BY RAISING THE STATE SUPPORT FOR TRANSPORTATION FROM 90 PERCENT TO 100 PERCENT OF APPROVED COST

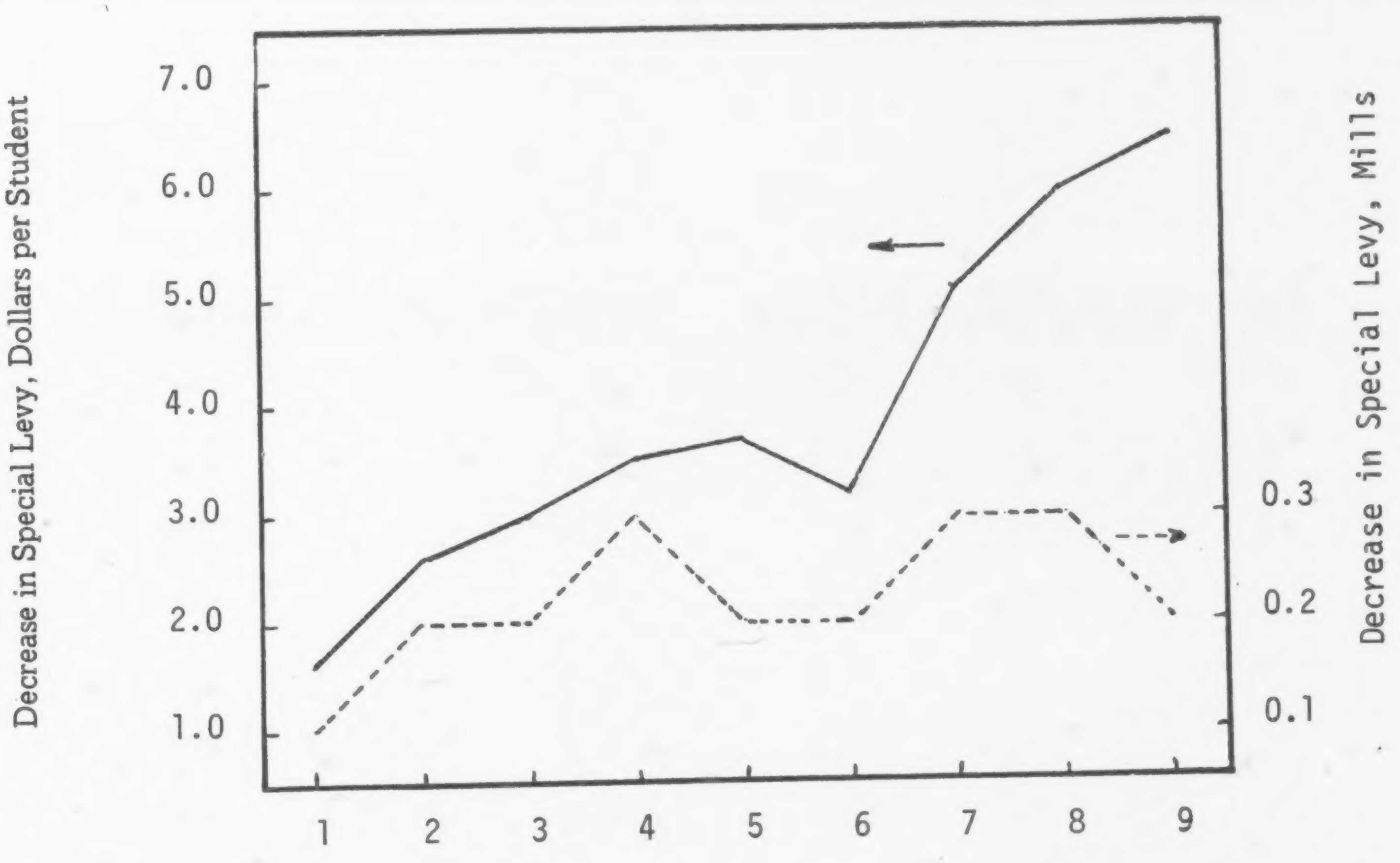


Table 11

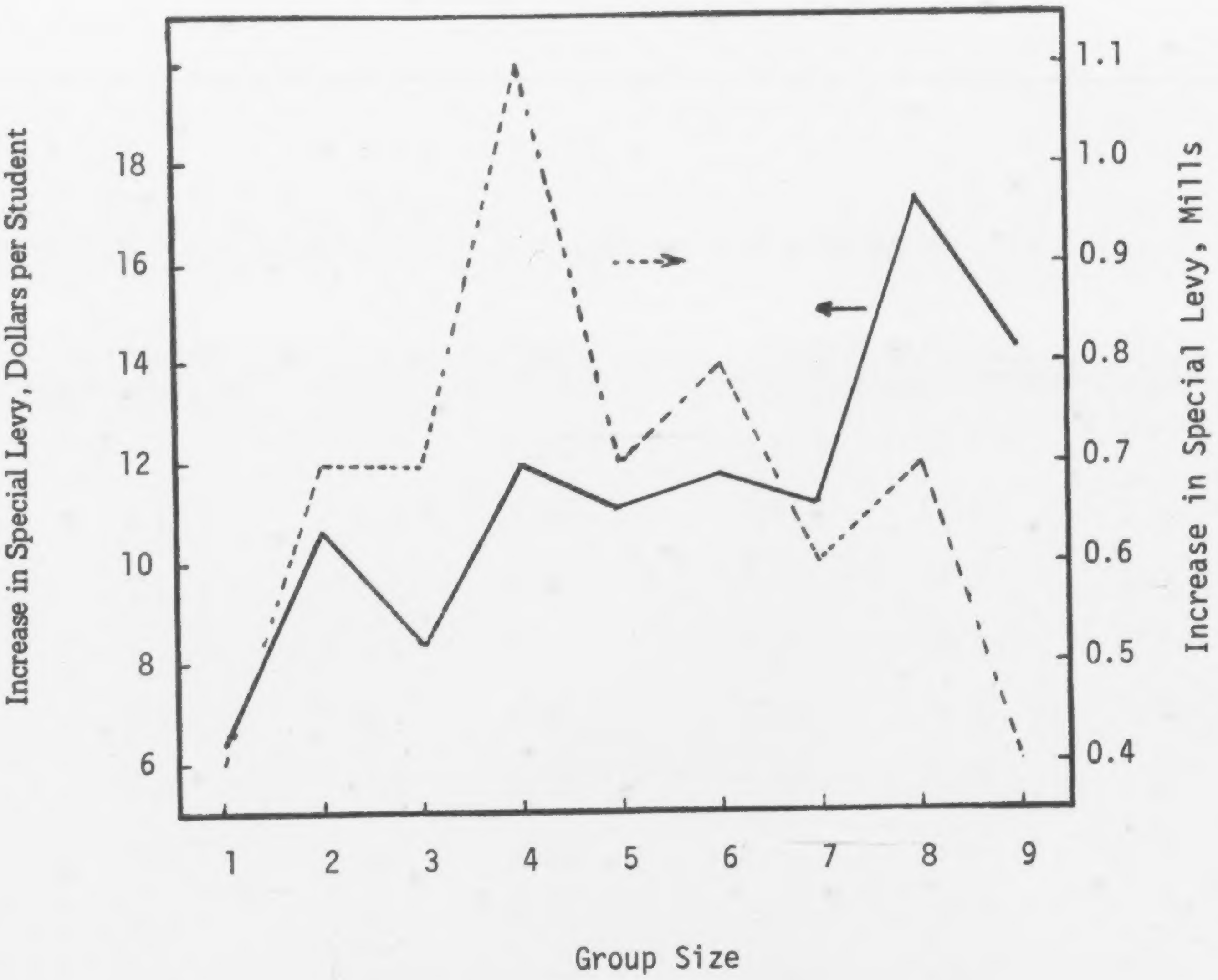
EFFECT UPON SCHOOL DISTRICT GROUP SIZES IF THE STATE REIMBURSEMENT FOR TRANSPORTATION COST WERE INCREASED TO COVER 100 PERCENT OF ALL THE COSTS

Increase in State Support: $8.39 million

Group Size	Increase in State Support: Dollars in Millions	Increase in State Support: Per Pupil	Decrease in Special Levy: Per Pupil	Decrease in Special Levy: Mills	Percent Increase in State Funds
1	1.52	6.4	6.4	0.4	1.6 %
2	1.34	10.7	10.7	0.7	2.5
3	1.31	8.9	8.4	0.7	2.0
4	1.45	14.4	12.0	1.1	3.2
5	.83	15.4	11.1	0.7	3.5
6	.66	18.2	11.8	0.8	4.0
7	.64	15.1	11.2	0.6	3.6
8	.46	21.4	17.3	0.7	4.8
9	.18	26.1	14.3	0.4	5.2
	$ 8.39	$ 10.9	$ 9.4	0.6	2.5 %

Figure 8

EFFECT ON SCHOOL DISTRICTS SPECIAL LEVIES BY RAISING THE STATE SUPPORT FOR TRANSPORTATION FROM 90 PERCENT OF APPROVED COST TO 100 PERCENT OF ALL COSTS



Leeway Factor (Table 12, Figure 9)

Present Value: 85 percent.

Increasing the percentage of local funds to be subtracted from the total guarantee affects medium sized school districts the least because of their low assessment value per pupil. Increasing the leeway factor to 100 percent would raise the special levy millage of larger school districts the most and have least effect on the millage of smaller districts.

Table 12

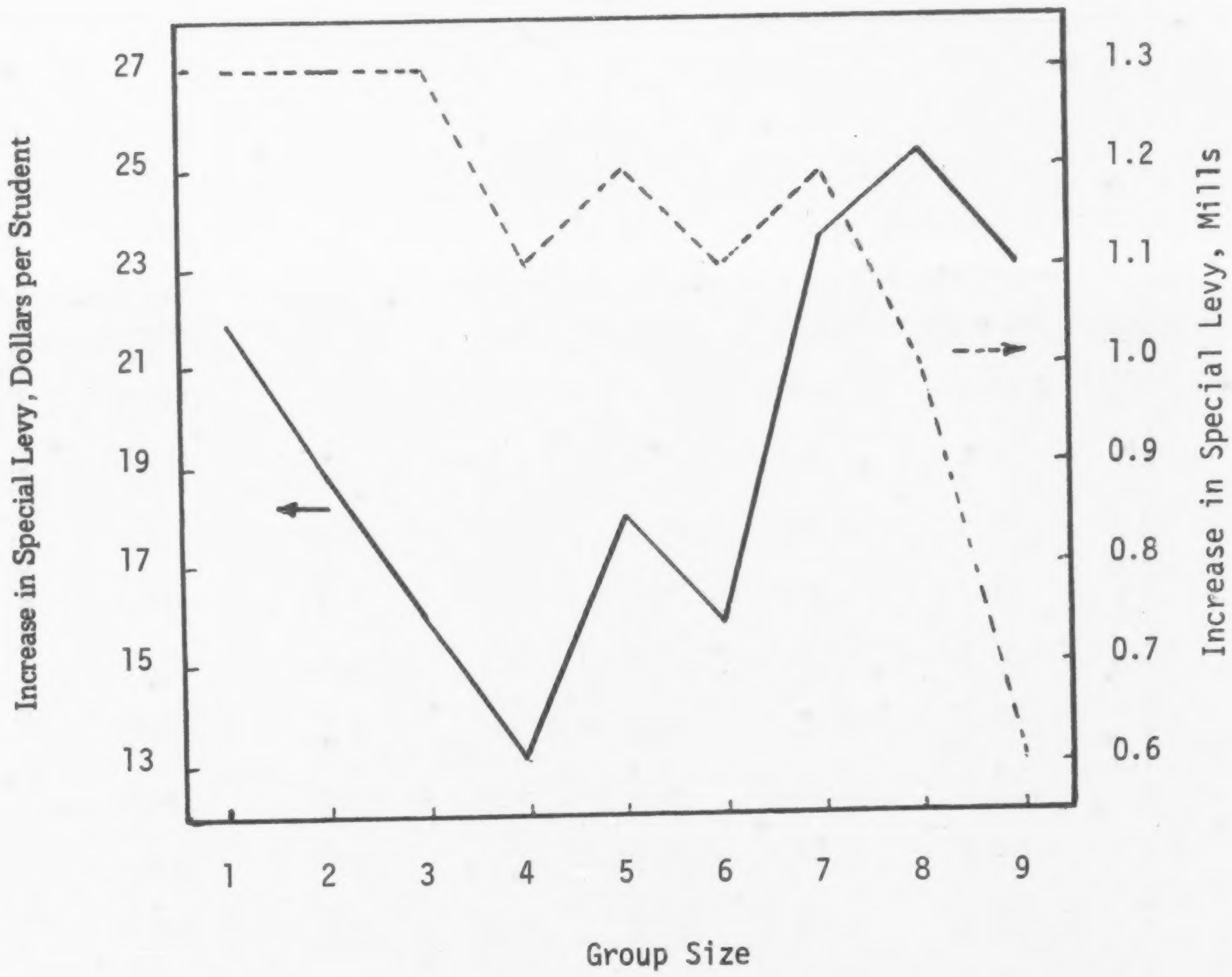
EFFECTS ON SCHOOL DISTRICT GROUP SIZE WHEN THE LEEWAY FACTOR IS INCREASED FROM 85 PERCENT TO 100 PERCENT

Reduction in State Support: $15.2 million

Group Size	Decrease in State Support		Increase in Special Levies		Percent Reduction in State Funds
	Dollars in Millions	Per Pupil	Per Pupil	Mills	
1	$ 5.22	$ 21.9	$ 21.9	1.3	5.3 %
2	2.33	18.6	18.6	1.3	4.4
3	2.41	16.4	16.0	1.3	3.7
4	1.49	14.8	13.1	1.1	3.3
5	1.09	20.1	18.0	1.2	4.5
6	0.75	20.7	15.8	1.1	4.5
7	1.12	26.4	23.5	1.2	6.2
8	0.61	28.5	25.3	1.0	6.4
9	0.20	29.7	23.0	0.6	6.0
	$ 15.20	$ 19.7	$ 18.8	1.3	4.6 %

Figure 9

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES
BY INCREASING THE LEEWAY FACTOR FROM 85 PERCENT
TO 100 PERCENT BY GROUP SIZE



County Ratio (Table 13, Figure 10)

Present Formula: In.

The county ratio affects both larger and small districts more on a per-pupil basis than it does intermediate sized districts. On a millage basis the larger school districts would be affected most. If the county ratio was eliminated from the funding formula, it would cost the state an additional $15.6 million. It is worth noting, however, that the distribution of funds by group size with the county ratio is very similar to the shape of the curve of the total costs per-pupil by group size.

Table 13

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES BY ELIMINATING THE COUNTY RATIO

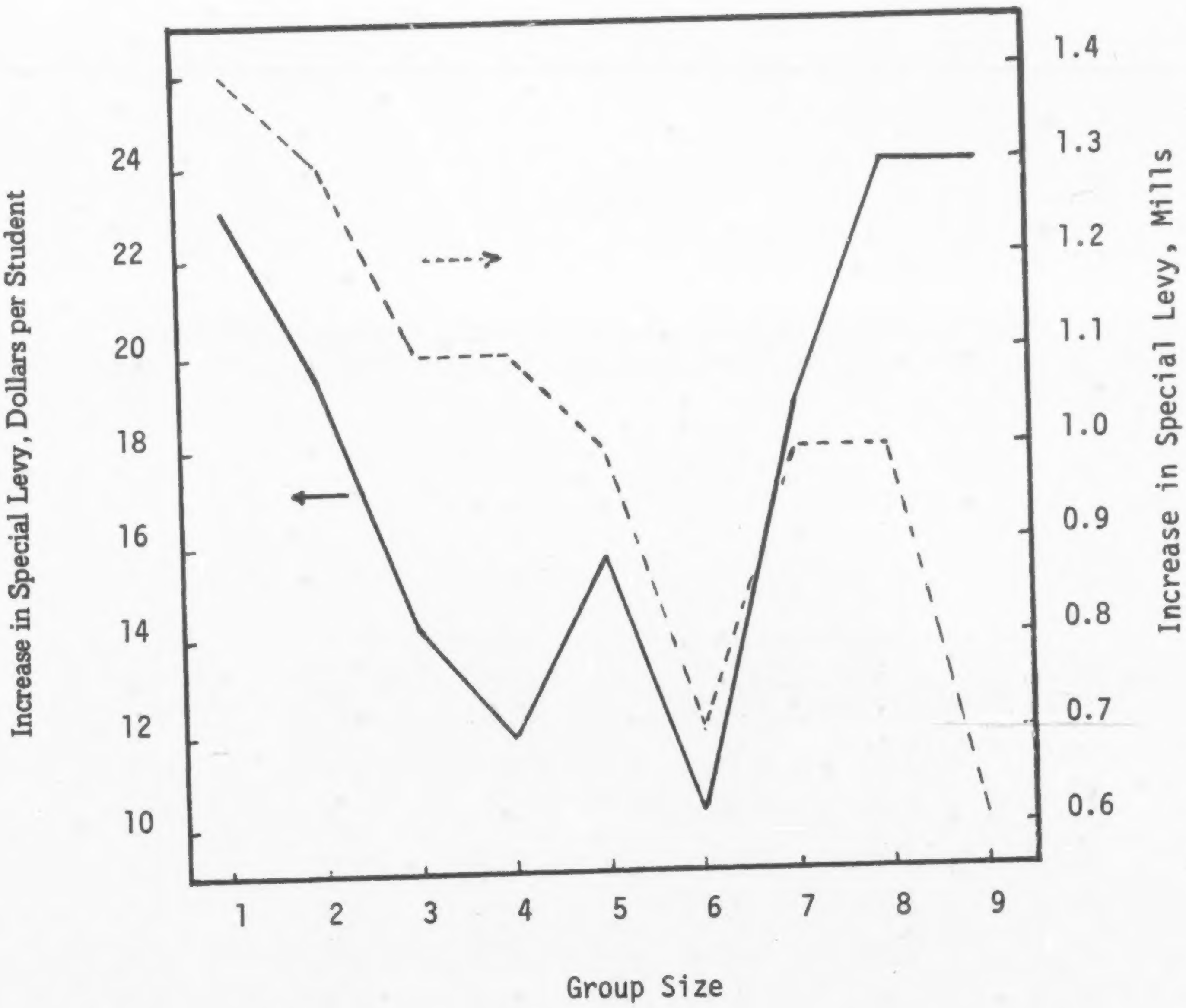
Increase in State Support: $15.6 million

Percent of this Money that Replaced Special Levies: 89 Percent

	Increase in State Support		Reduction in Special Levies			
Group	Per Pupil	Dollars in Millions	Per Pupil	Mills	Excess Funds Per Pupil	Average Assessed Value Per Pupil
1	$ 23.1	$ 5.50	$ 23.1	1.4	$ 0	$ 8,602
2	19.5	2.44	19.5	1.3	0	7,329
3	16.5	2.42	14.2	1.1	2.3	6,285
4	14.7	1.48	11.9	1.1	2.8	5,653
5	20.8	1.12	15.7	1.0	5.1	7,505
6	19.2	0.70	10.3	0.7	8.9	7,010
7	26.1	1.10	18.9	1.0	7.2	9,388
8	28.9	0.62	23.9	1.0	5.0	12,413
9	32.6	0.22	23.9	0.6	8.7	19,312
	$ 20.3	$ 15.60	$ 18.0	1.1	$ 2.3	

Figure 10

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES BY ELIMINATING THE COUNTY RATIO



Staff Weighting Factor (Table 14, Figure 11)

The structure of the present table of staff weighting factors minimizes the effects of staff preparation level and experience in comparison with actual salary schedules used throughout the state. This effect, coupled with no extreme variations in staff preparation and experience between school districts, tends to minimize the significance of the present staff weighting factor. Larger districts do tend to be affected more than smaller districts, however. Elimination of this factor would reduce the state costs by $32.9 million.

If the guarantee were increased to compensate for eliminating the staff weighting factor, the new guarantee would be $404 and the effect on school districts is as follows:

	Group Size								
	1	2	3	4	5	6	7	8	9
Increase (Decrease) Dollars per Pupil	(2.8)	1.1	(1.2)	(0.3)	(0.2)	(0.6)	1.7	4.7	2.9
Mills	(0.1)	0	(0.1)	(0)	(0)	0.1	0.1	0.2	0

Table 14

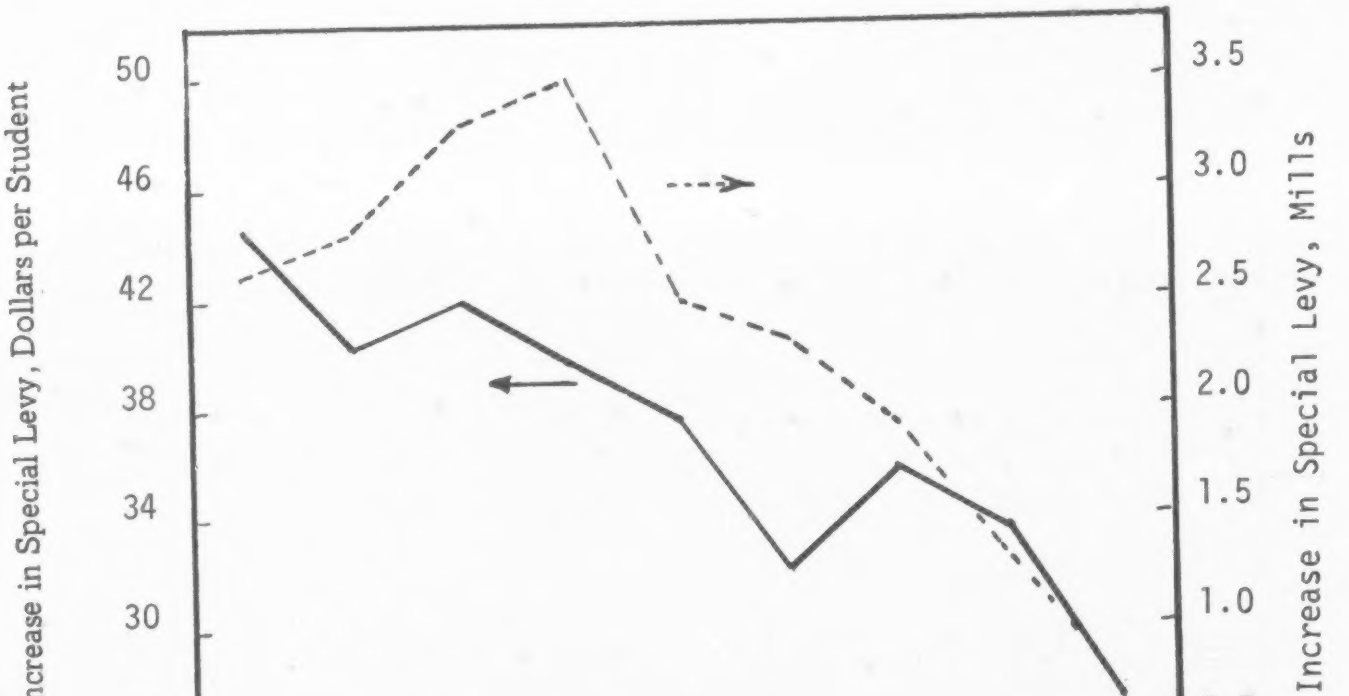
EFFECT UPON SCHOOL DISTRICT SIZE GROUPS WHEN THE STAFF WEIGHTING FACTOR IS ELIMINATED

Decrease in State Support: $32.893 million

	Decrease in State Support		Decrease in Special Levy		Percent Decrease in State Funds
Group	Dollars in Millions	Per Pupil	Per Pupil	Mills	
1	$ 10.65	$ 44.7	$ 44.7	2.6	10.9 %
2	5.08	40.6	40.6	2.8	9.6
3	6.39	43.5	41.9	3.3	9.9
4	4.23	42.1	39.6	3.5	9.3
5	2.28	42.2	37.5	2.5	9.5
6	1.52	41.9	32.0	2.3	9.1
7	1.69	39.9	35.8	1.9	9.4
8	0.81	37.8	33.5	1.3	8.4
9	0.26	37.7	27.2	0.7	7.6
	$ 32.89	$ 42.6	$ 40.8	2.7	9.9 %

Figure 11

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES BY ELIMINATING THE STAFF WEIGHTING FACTOR WITHOUT A COMPENSATING EFFECT IN THE GUARANTEE, BY GROUP SIZE



Guarantee (Table 15, Figure 12)

The effect of increasing the guarantee to $380 is shown in Table 15 and Figure 12. This increase in the guarantee would allocate approximately an additional $15.4 per pupil to all the group sizes except the small districts which receive $15.8 (group 8) and $16.7 (group 9). However, on a millage basis, special levies in larger school districts would be reduced the most.

Table 15

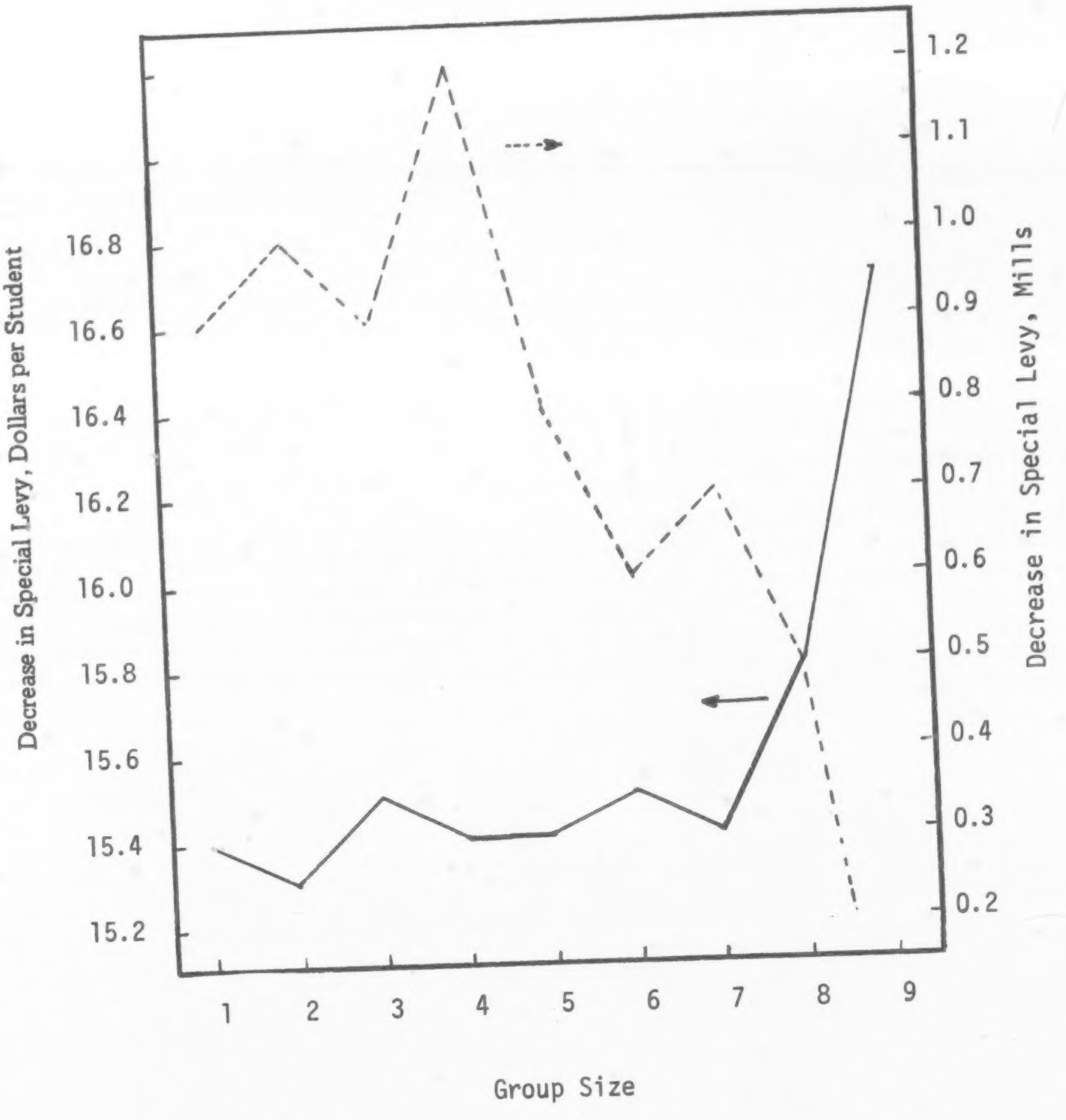
EFFECT OF INCREASING THE STATE GUARANTEE TO $380

Increase in State Funds: $11.9 million

Group	Increase in State Funds: Dollars in Millions	Increase in State Funds: Per Pupil	Decrease in Special Levy: Per Pupil	Decrease in Special Levy: Mills	Percent Increase in State Funds
1	$ 3.67	$ 15.4	$ 15.4	0.9	3.8 %
2	1.92	15.3	15.3	1.0	3.6
3	2.28	15.5	14.0	0.9	3.5
4	1.54	15.4	12.6	1.2	3.4
5	0.83	15.4	12.3	0.8	3.5
6	0.56	15.5	8.4	0.6	3.4
7	0.65	15.4	12.3	0.7	3.6
8	0.34	15.8	11.9	0.5	3.5
9	0.11	16.7	9.7	0.2	3.4
	$ 11.90	$ 15.5	$ 13.9	0.9	3.6 %

Figure 12

EFFECT ON SCHOOL DISTRICT SPECIAL LEVIES
BY INCREASING THE GUARANTEE FROM $368 TO $380



Remote and Necessary (Table 16)

The elimination of the remote-and-necessary weighting factor would reduce state support $1.86 million. But, as can be seen from Figure 2, even with the elimination of the remote-and-necessary weighting factor, special levies in small school districts would average less than half that of large districts.

Table 16

THE EFFECT ON SMALL SCHOOL DISTRICT GROUP SIZES WHEN THE ELEMENTARY AND HIGH SCHOOL REMOTE-AND-NECESSARY WEIGHTING FACTOR IS ELIMINATED

Decrease in State Support: $1.863 million

	Decrease in State Support		Decrease in Special Levy		Percent Decrease in State Funds	Percent Increase in Special Levies
Group	Dollars in Millions	Per Pupil	Per Pupil	Mills		
7	$ 0.30	$ 7.1	$ 5.9	0.3	1.7 %	11.2 %
8	0.91	42.7	38.4	1.5	9.6	41.1
9	0.65	94.6	77.4	2.0	19.0	73.1

Large School District (Table 17)

Present Value: Zero.

In 1968-69 the 15 largest school districts in the state had 71 percent of the outstanding special levies. These 15 districts are a mixture of both high- and low-assessed value districts. Therefore, any adjustments in the present formula factors tend to hurt some districts while helping others. In order to reduce special levies across the state, some mechanism is required to provide reasonably equal assistance to all these districts. One method of accomplishing this is to apply a weighting factor to the total base enrollment of large districts. In Table 17 the effect of a weighting factor of 0.1 is shown. This value would allocate a little over $13 million to large school districts.

Table 17

THE ADDITIONAL SUPPORT TO THE 15 LARGEST DISTRICTS WHEN A 0.1 LARGE SCHOOL DISTRICT WEIGHTING FACTOR IS APPLIED

Increase in State Support: $13.374 million
This amounts to $36.8 per pupil.

Group 1	Large Acct. Dollars in Millions	Millage Reduction in Special Levies
Seattle	$ 3.241	1.41
Highline	1.083	3.89
Bellevue	0.836	2.75
Tacoma	1.298	2.72
Edmonds	1.003	4.50
Spokane	1.305	2.50

Increase in State Funds: 9.0 percent
Over-all Reduction in Special Levies: 2.2 mills

Group 2		
Vancouver	$ 0.556	2.25
Federal Way	0.499	4.71
Renton	0.548	1.10
Shoreline	0.618	3.72
Lake Washington	0.470	2.97
Kent	0.429	2.58
Clover Park	0.527	4.14*
Everett	0.500	2.47
Yakima	0.461	2.83

Increase in State Funds: 8.7 percent
Over-all Reduction in Special Levies: 2.4 mills

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*Only had a 2.5 mill special levy.

Section 4

VARIATIONS IN THE FUNDING FORMULA

In this section the two variations in the funding formula which could have been used to best offset special levies in 1968-69 will be discussed in detail. The effect of these funding formulas upon all school districts will be presented. In the first case the state guarantee was defined in terms of a fixed sum of money like the present guarantee, $368. In developing this case, the model was run many times to determine the "optimal" combination of weighting factors; "optimal" was defined as minimizing special levies. This optimal combination will be presented first. The second part of this section concerns an optimal case in which the guarantee is defined in terms of actual teachers' salaries and a student-teacher ratio.

Part 1: Optimal Combination of Weighting Factors Using a Fixed Guarantee

In all cases the state support was assumed to be increased by $83.4 million, the total state special levy amount, and the remaining special levies determined.

The latter stages of the search for the optimal combination of weighting factors began with the parameters shown in Figure 13. One parameter, the secondary weighting factor, was selected and varied and the value that minimizes special levies was selected. Incorporating the new secondary value into the scheme, another parameter was chosen and the procedure was continued until no further reduction in special levies was produced. As seen from Figure 13, by reducing the secondary weighting factor to zero, the percentage of additional state funds replacing special levy funds was maximized. In this case, 79.7 percent of the $83.4 million replaced special levy money; the remainder was excess funds. This amounts to a 9.8 percent improvement over the present formula.

The effect upon special levies by setting the secondary weighting factor at zero and varying the disadvantaged weighting factor is shown in Figure 14. Special levies are reduced as the disadvantaged factor is increased up to 0.4. After this value, however, a steady decline exists. Increasing the disadvantaged weighting factor is 0.4 improves the efficiency of reducing special levies to over 80.1 percent or 10.25 percent better than the present formula.

As discussed in Section 3, the large school weighting factor was applied to the 15 largest districts, which had 71 percent of the special levies in the state. Therefore, it is not surprising that an increase in this factor tends to result in improving the efficiency of offsetting special levies. The efficiency peaks at a factor of 0.2 as shown in Figure 15, and the over-all efficiency in reducing special levies reaches 81.4 percent or 11.5 percent better than the present formula.

Increasing the percentage of local funds to be subtracted from the total guarantee helps distribute additional funds to the districts with a low assessed value per pupil. With the factor at 100 percent, all districts are affected equally and all local funds are subtracted from the state guarantee. From Figure 16, it is evident that increasing the leeway factor increases the percentage reduction in special levies until it peaks at 110 percent. However, the total reduction in special levies across the state between a leeway factor of 100 percent or 110 percent is small, represented by only about $8,000.

The vocational weighting factor was most efficient at reducing special levies set at 0.1, but there was very little difference in efficiency between 0.1 and 0.4 as shown in Figure 17.

The over-all effect of these factors is to increase the efficiency of the present formula in offsetting special levies (for the 1968-69 school year) from 69.9 percent to 81.5 percent. The combination of these optimum factors along with a modified small school district factor was called Case 40. A more detailed description of the effects of this formula is provided below.

Case 40's effect in reducing special levies can be seen in Table 18. First, 82.42 percent of the increased state funds replaced special levy money. (Note that the increase from 81.5 percent is a result of the modified small school district factor.) This reduces the original special levy of $82 million to

$13.47 million. The special levies within each size group are present in three forms: 1) mills: what the millage based on 50 percent of the assessment value would be to provide the district with the required special levy; 2) dollars per student, *i.e.*, the special levy dollars divided by the total base enrollment; and 3) percent reduction (this is the percentage by which this group's total special levy was reduced). Group 3, those districts with between 5,000 and 10,000 students, was able to reduce its special levy on the average by 60.6 percent, but as a group it falls short of the average state reduction of 83.7 percent. Twelve of these 20 districts have a special levy greater than $200,000, the highest being Mercer Island at $848,000. The reason for their higher-than-average special levy is that these districts have a lower-than-average assessment value per student. (The grouping of individual school districts is shown in Appendix D.)

Table 19 shows the number of school districts within a certain special levy millage range. For instance, it is seen that the number of school districts that have no special levy went from 85 to 213, or 64.5 percent of the school districts would have no special levy. Of the 85 districts that had no special levy before, 65 of them received some additional funding. There was also a substantial reduction in school districts that have extraordinarily high special levy millage. There are only 12 school districts that have a special levy greater than 6 mills compared with the present 74 school districts. The impact of the reduced special levy can be seen better in Figure 18 where the information in Table 19 is accumulated and plotted. Thus, in Case 40, 90 percent of the local districts have less than a 3-1/2 mill special levy; this compares with 9 mills presently. Including 95 percent of the districts, the respective millage is 5 mills for Case 40 and 12 mills for the present formula.

In addition, a comparison of special levies versus assessment value is shown in Figure 19. That is, 95 percent of the total state assessed value would have less than 4-1/2 mills applied to it, whereas now only 36 percent of the assessed value has less than 5-1/2 mills property tax.

For a complete detailed look at the effect of Case 40 on local school districts, see Appendix A.

Large School District Weighting Factor

As stated earlier, the 15 large school districts (greater than 11,000 in total base enrollment), have 71 percent of the total special levies across the state. Thus, any combination of criteria to provide a basic education and minimize special levies will divert considerable attention to these large school districts. Since most of these districts have a lower-than-average assessment value per pupil, it is difficult to allocate funds to these districts via the present guarantee. Thus, a separate account was set up. The sources of the large school districts' revenue and the amounts they obtain from local, special levies, state and Federal are shown in Table 20. Renton, Bellevue, Shoreline, and Kent school districts collect via special levies between $213-$265 per pupil. Federal Way, Yakima, and Clover Park collect only $87, $59, and $22, respectively. Likewise, Federal revenue per pupil has a wide range, with Bellevue receiving $13 while Clover Park receives $160. The state average for Federal funds is $49 per pupil. Tacoma and Clover Park (vocational institute schools) receive more than $500 per pupil in state revenue while Seattle and Renton, the two districts with higher-than-average assessment value, receive a little over $325 per pupil from the state. The amount of local support available to these 15 districts ranges from 20 percent for Clover Park to 60 percent for Renton.

The large school district account for the individual districts was calculated by taking a weighting factor, 0.2 in Case 40, multiplying by the guarantee, $491 in Case 40, and then multiplying by the district's total base enrollment. The over-all amount of money allocated via this account would be $35.7 million. The amount that each district would receive and the amount of its special levies and excess funds are shown in Table 21. Allocation of all the large school district funds would leave these districts with about $5.7 million in special levies, or only 10 percent of their original special levies. The table shows that 7 districts would receive "excess" funds; their additional revenue was more than their special levies. Except for Clover Park, the revenue per pupil for the large school districts after they receive the large-account funds is around $800; Clover Park's revenue per pupil would be $988. The "excess" funds, shown as negative special levies, are only a large part of the district's funds for Federal Way and for Yakima. Without these funds, these two districts would have an extremely low revenue-per-pupil base. The excess funds amount to $84 per pupil for Federal Way and $115 per pupil for Yakima. Without them, their revenue per pupil would be about $670, far below the group's $800 average. Thus, generally it is concluded that the "excess" funds are not wasted. They go to districts with low revenue per pupil. The remaining districts that have excess funds are (dollars per pupil): Vancouver, $27; Seattle, $18; Clover Park, $136; Edmonds, $34; and Spokane, $1.00.

Figure 13

EFFECT OF THE SECONDARY WEIGHTING FACTOR IN REDUCING SPECIAL LEVIES

Fixed Parameters:

1. Vocational weighting factor is zero, 0.
2. Disadvantaged weighting factor is zero, 0.
3. 85 percent leeway factor is 100 percent.
4. Large school district weighting factor is 0.1.
5. 100 percent of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor
8. No necessary and remote weighting factor.
9. State property tax, 4.0/2.4.

Effect: Additional State Funds $83.36 million

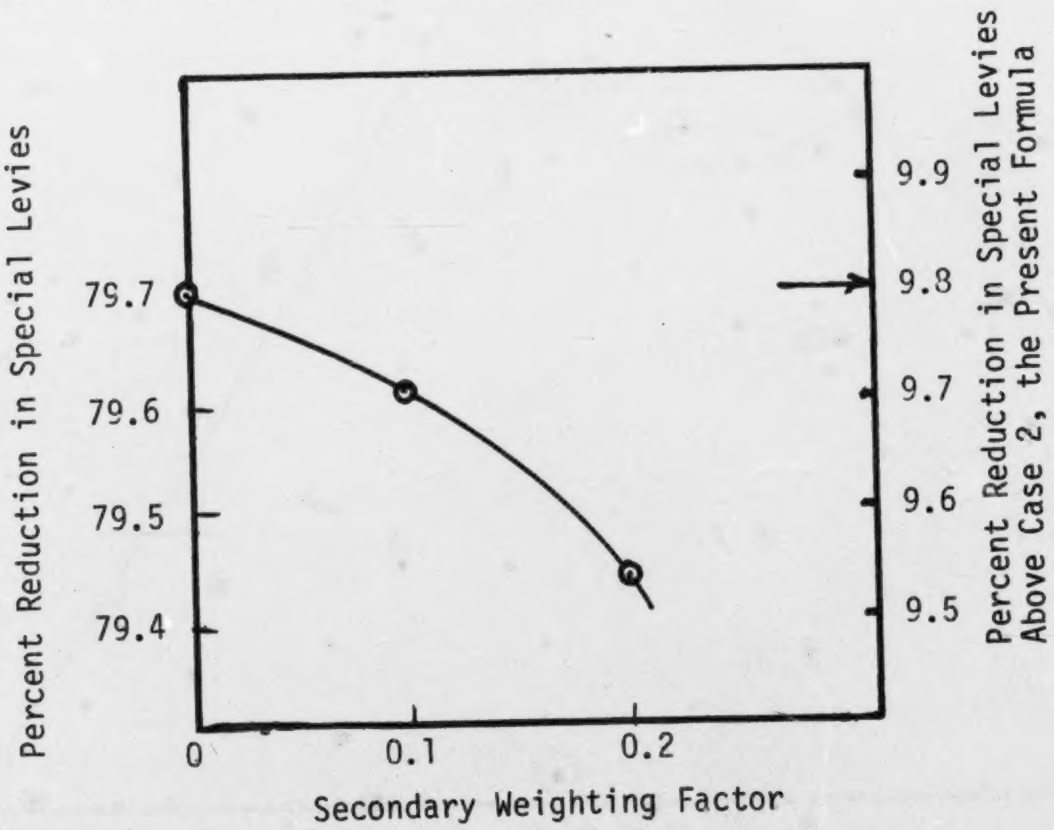


Figure 14

EFFECT OF THE DISADVANTAGED WEIGHTING FACTOR IN REDUCING SPECIAL LEVIES

Fixed Parameters:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. 85 percent leeway factor is 100 percent.
4. Large school district weighting factor is 0.1.
5. 100 percent of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor.
8. No necessary and remote weighting factor.
9. State property tax, 4.0/2.4.

Effect: Additional State Funds: $83.36 million

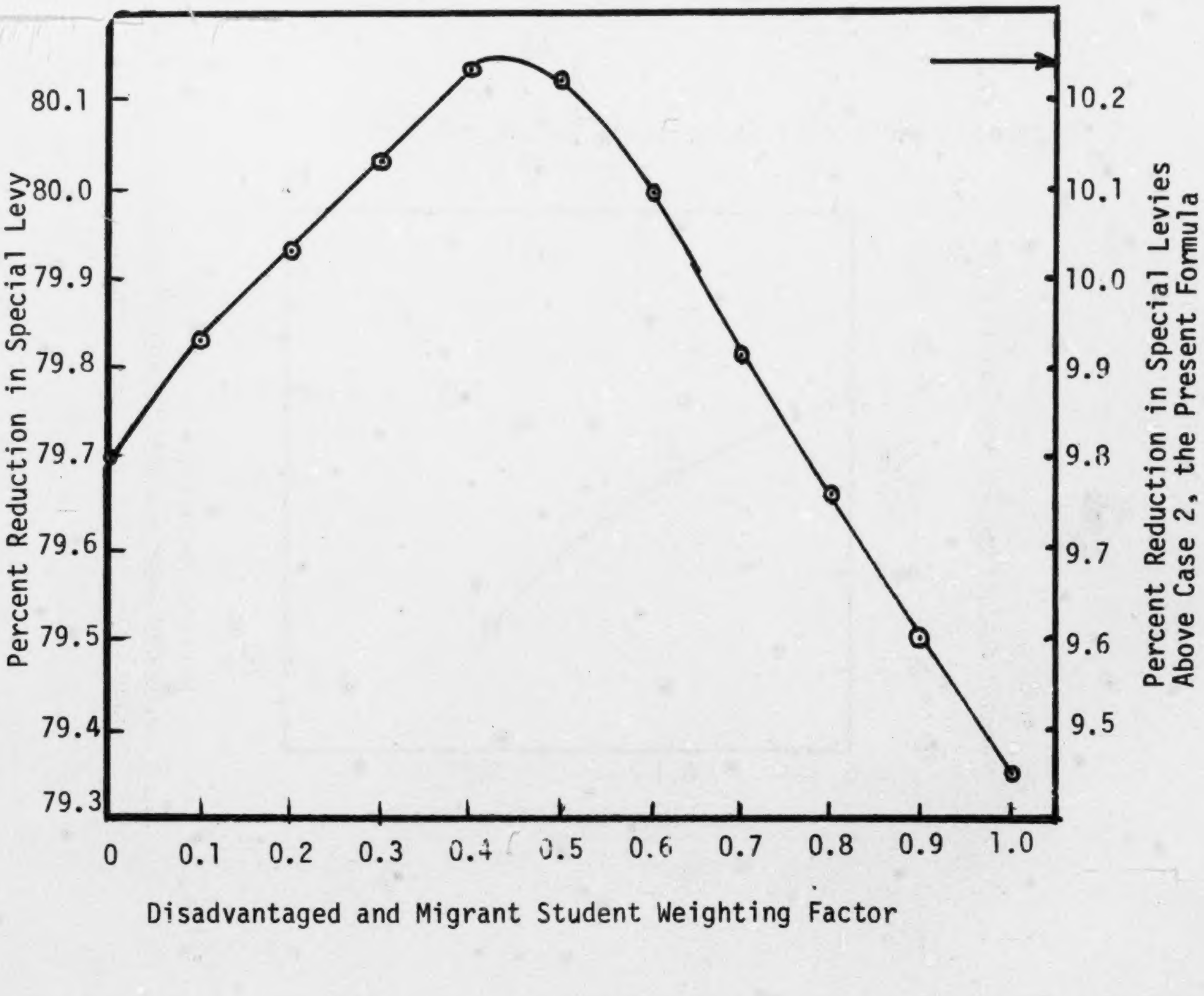


Figure 15

EFFECT OF THE LARGE SCHOOL DISTRICT WEIGHTING FACTOR IN REDUCING SPECIAL LEVIES

Fixed Parameters:

1-2. Secondary and vocational weighting factors are zero, 0.
3. Disadvantaged weighting factor is 0.4.
4. 85 percent leeway factor is 100 percent.
5. 100 percent of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor.
8. No remote and necessary weighting factor.
9. State property tax, 4.0/2.4.

Effect: Additional State Funds: $83.36 million

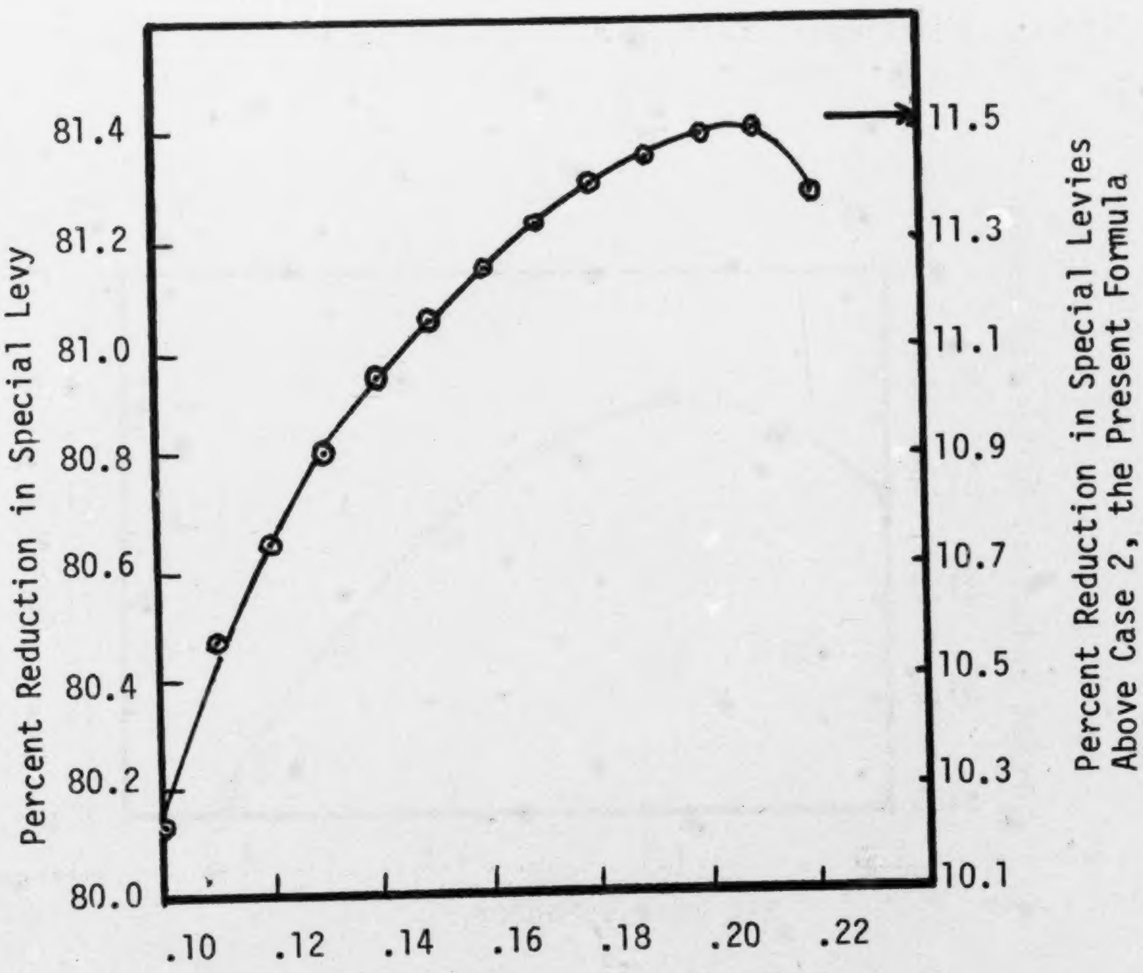


Figure 16

EFFECT OF 85 PERCENT LEEWAY FACTOR IN REDUCING SPECIAL LEVIES

Fixed Parameters:

1-2. Secondary and vocational weighting factors are zero, 0.
3. Disadvantaged weighting factor is 0.4.
4. Large school weighting factor is 0.2.
5. 100 percent of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor.
8. No remote and necessary weighting factor.
9. State property tax, 4.0/2.4.

Effect: Additional State Funds: $83.46 to $84.0 million

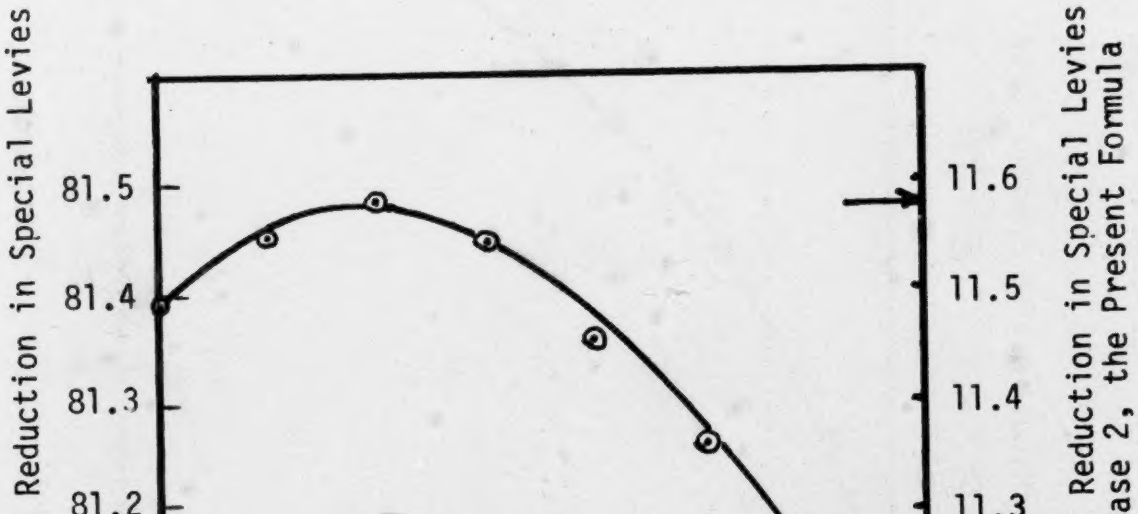


Figure 17

EFFECT OF THE VOCATIONAL STUDENT WEIGHTING FACTOR IN REDUCING SPECIAL LEVIES

(After Changing to Best Values Shown in Figures 12-16)

Fixed Parameters:

1. Secondary weighting factor is zero, 0.
2. Disadvantaged and migrant weighting factor is 0.4.
3. 85 percent leeway factor is 110 percent.
4. Large school district weighting factor is 0.2.
5. 100 percent of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor.
8. No remote and necessary weighting factor.
9. State property tax, 4.0/2.4.

Effect: Additional State Funds: $83.36 million

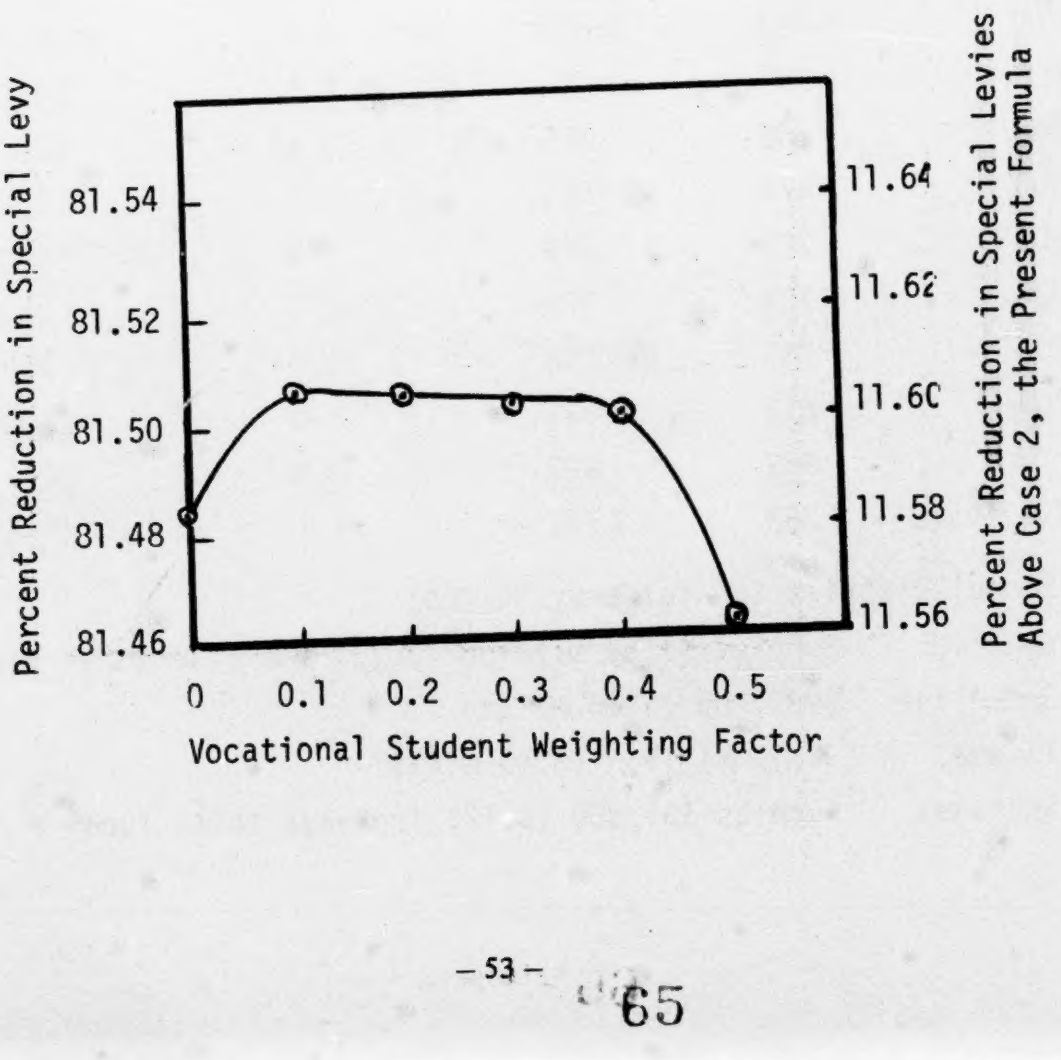


Table 18
FUNDING FORMULA VARIATIONS

Case 40: includes parameters listed under Figure 16, revised small and large weighting factors, and guarantee set at $491.

Additional State Cost: $83.15

Revised Large School District Weighting Factor: 14 Districts @ cost of $32.83 million.
Revised Remote and Necessary Weighting Factor: 72 Districts @ cost of $1.43 million.
Total Base Enrollment: 771,759. Total Weighted Enrollment: 782,952.
Total Special Levies $13.47 million (1.14 mills).

Percent of the input dollars that went into reducing Special Levies: 82.42%.

	Total Funds per Pupil		Special Levies		
Minimum School District Size	Base	Case 40	Mills (Assessed)	Dollars per Student	Percent Reduction
20,000	$798	$809	0.7	$11.8	93.1%
10,000	792	820	1.6	24.0	84.3
5,000	706	716	2.3	28.2	60.6
2,600	674	695	1.1	12.8	73.7
1,600	719	745	1.3	18.8	68.4
1,000	727	771	0.3	3.8	83.0
500	737	768	0.5	9.8	79.5
200	812	833	1.0	25.9	69.6
0	969	995	0.6	32.1	76.8
Weighted Average	$753	$772	1.1	$17.4	83.7%

Special School District Special Levy Status:

Seattle:	Surplus $1.59 million (2.20% increase total funds)
Shoreline:	$937,000 (5.64 mills)
Tacoma:	$1.47 million (3.08 mills)
Spokane:	Surplus $31.800 (0.12% increase total fund)

Figure 18

PERCENT OF SCHOOL DISTRICTS THAT HAVE SPECIAL LEVIES LESS THAN SOME MILLAGE

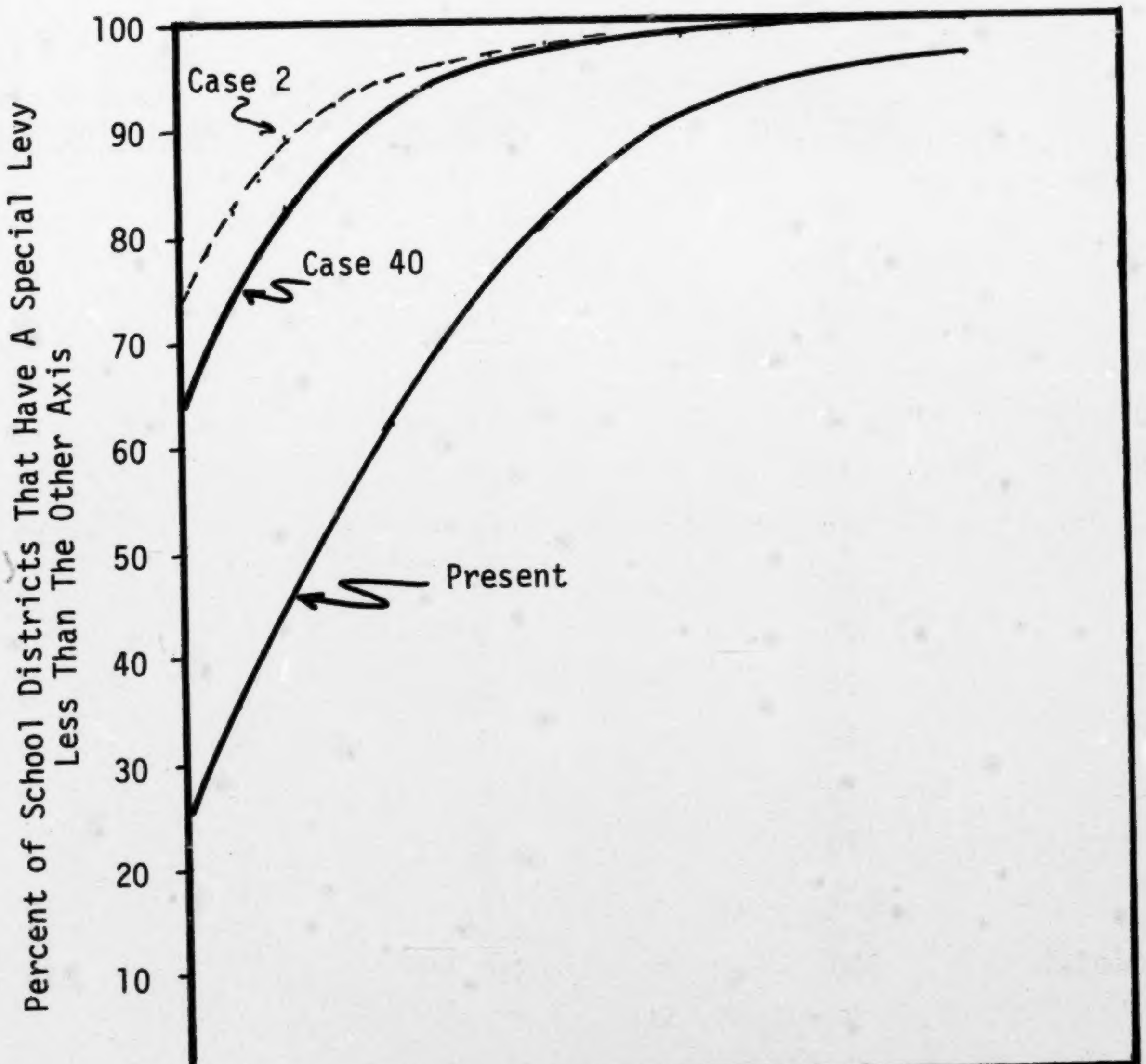


Table 19

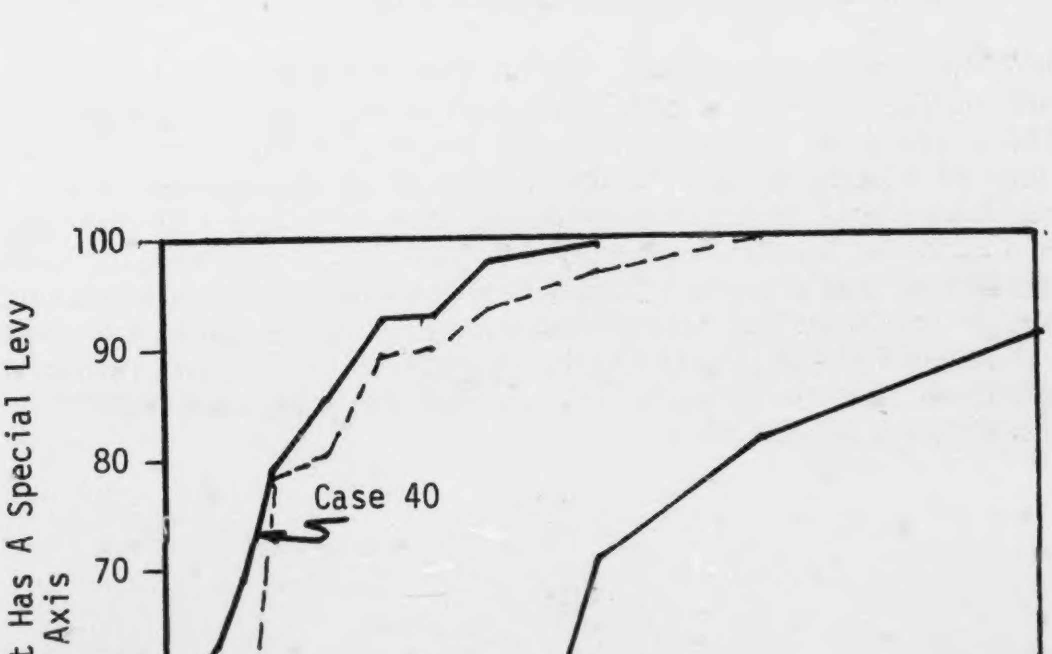
THE NUMBER OF SCHOOL DISTRICTS WITHIN A CERTAIN SPECIAL LEVY MILLAGE

(Based on 50% of Assessed Value)

Millage	Number of Districts Base Case	Number of Districts Case 40	Number of the Base Case Districts Receiving More Funds
0	85	213	65
0.01 - 0.5	11	15	10
0.5 - 1.0	22	19	18
1.0 - 1.5	17	13	13
1.5 - 2.0	14	13	11
2 2 - 3.0	30	17	17
3 - 4	26	14	13
4 - 5	26	5	8
5 - 6	25	9	7
6 - 8	28	5	6
8 - 11	25	4	3
11 - 15	10	2	2
15 - 24	10	1	1
Over 24	1	0	0
Total	330	330	174

Figure 19

PERCENT OF STATE ASSESSMENT VALUE THAT HAVE SPECIAL LEVY LESS THAN A CERTAIN MILLAGE



Revised Large School District Weighting Factor

To achieve maximum efficiency in reducing special levies, "excess" funds would have to be minimized. In other words, the "desired" criteria would be to eliminate a school district's special levy, but provide no "surplus" of revenue. One way this could be done with large school districts would be to attach two additional constraints to the large account. The districts would have to show a need for these funds. This would be calculated as follows: Their total revenue minus special levy dollars–*i.e.*, the local, state and Federal funds–on a per-pupil basis must be less than some value; $800 per pupil was chosen since this is the average revenue per pupil for the group. Secondly, the maximum support would be to this level.

The Federal funds, like the special levy funds, could also have been subtracted from the total revenue; however, the real variable is the chosen support level, the $800. If Federal funds were subtracted, support level would have to be reduced to $730 in order to equal the effect produced by eliminating the special levy.

Thus, by revising the large school district account, all school districts larger than 11,000 students except 2, Clover Park and Tacoma, received $98.20 per pupil via the large school district weighting factor. Tacoma received $57.04 per pupil. Their allocation was less because their other revenue per pupil was close to the $800-level of support, $783, as shown in Table 21. If they had also received $98.20, their additional funds would have been $1.451 million, leaving them with only a $17,000 special levy. This could have been done by raising the $800 support level to $850. Clover Park has a total revenue per pupil of $830 omitting special levy, and thus was excluded from the large school district account. However, as Appendix A indicates, in the Clover Park school district not only was the special levy eliminated, but the district received an additional $539,000. By raising the support level to $930, all 15 school districts would have received all their funds. As shown in Table 21, Clover Park would have had "excess" funds of $1.945 million, with a total revenue per pupil of $988.

Remote and Necessary Districts

With 65 districts is group size 8 and 87 districts in group size 9, 46 percent of all the districts within the state have fewer than 500 students (see in Appendix C). The adjustment value (the assessment value adjusted by the county ratio) per pupil for these small districts is generally extremely high when compared with the rest of the state. In Appendix F, these districts are separated into those having a very low cost per pupil and those having a very high cost per pupil. It is interesting to note that those small school districts with a very low cost per pupil on the average have no special levies. (A complete list of cost per pupil for all the districts by group size is given in Appendix D.)

Presently there are 122 school districts classified as remote and necessary. After revising the funding formula to represent more of the local school districts' actual expenditures, it should be expected that the list of remote and necessary districts could also be revised and logically reduced.

One method of revision reduced the list from 122 to 72. The districts classified as remote and necessary, the additional funding, and the revised weighting factor are shown in Table 22. Those districts dropped from the remote classification are shown in Table 23. At present the state reimburses the 122 districts about $1.8 million. The revision reduces the allocation only about $350,000, but also reduces the number of districts involved. The revised weighting factors were calculated as follows. First, a present remote district must have a special levy greater than some inputted value, 0.85 mills was chosen since the additional $83.4 million that was being allocated to all the districts would eliminate a 0.85-mill special levy. (It was this criterion that eliminated the 50 districts. This was done to minimize the "excess" funds and to channel the $350,000 into other districts with a greater need.) Secondly, the district was reimbursed only upon its need–which was defined as its special levy, or what it normally received, whichever was the least.

Using these criteria, a school district's weighting factor could not have been increased, nor could districts that are not presently classified for remote funds be classified as such. Investigating all the districts, only one district (Wishram) obviously needs additional funding while it appears that three districts (Mount Pleasant, Gold Bar, and Farmington) could be given a remote and necessary classification (see Table 24).

Table 20
LARGE DISTRICT REVENUE-PER-PUPIL SUMMARY
Based on 1968-69 School Year

	Funds						Percent of Funds		
	Total	Special Levy	Federal	Adjusted Total*	State**	Local	Local	State	Federal
Vancouver	$750	$119	$ 35	$596	$424	$172	38.8%	56.5%	4.7%
Seattle	822	171	56	595	357	238	49.8	43.4	6.8
Federal Way	671	87	30	554	433	121	31.0	64.5	4.5
Highline	743	167	28	548	416	132	40.2	56.0	3.8
Renton	898	265	29	604	327 303†	277	60.4	36.4	3.2
Bellevue	801	213	13	575	414	161	46.7	51.7	1.6
Shoreline	809	217	22	570	429	141	44.3	53.0	2.7
Lake Washington	815	190	18	607	449 (19) 433†(8)	158	42.7	55.1	2.2
Kent	854	252	25	577	426	151	47.2	49.9	2.9
Tacoma	908	165	70	673	505 (75) 449†(19)	168	36.7	55.6	7.7
Clover Park	852	22	160	670	521 460†(30)	149	20.0	61.2	18.8
Everett	787	156	44	587	399	188	43.7	50.7	5.6
Edmonds	696	122	24	550	424	126	35.7	60.9	3.4
Spokane	753	137	35	581	427	154	38.7	56.7	4.6
Yakima	676	59	73	594	405	139	29.3	59.9	10.8

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* Total less special levy less Federal.

** Dollars above state average.

† Omitting Vocational Institute Funds, the average state funds per pupil is $430, whereas the average for the large schools is $417.

Table 21

LARGE SCHOOL DISTRICT ACCOUNT

School District	Revenue Per Pupil Omitting Special Levy	Special Levy Present (thousands)	Special Levy Case 40 (thousands)	Increase in Funds (percent)	Revenue Per Pupil	Large Account (thousands)
Vancouver	$630	$ 1,802	$ (410)	3.6	$ 777	$1,485
Seattle	651	15,088	(1,596)	2.2	840	8,649
Federal Way	584	1,175	(1,141)	12.6	755	1,331
Highline	576	4,924	307	0.0	743	2,889
Renton	634	3,940	754	0.0	898	1,452
Bellevue	588	4,842	902	0.0	800	2,232
Shoreline	592	3,645	937	0.0	809	1,648
Lake Washington	625	2,427	256	0.0	815	1,255
Kent	602	2,939	883	0.0	854	1,144
Tacoma	743	5,821	1,468 17*	0.0	908	2,011 3,462*
Clover Park	830	318	(539) (1,945)*	4.4 15.9*	890 988*	0 1,406*
Everett	631	2,119	178	0.0	787	1,334
Edmonds	574	3,335	(919)	4.8	730	2,675
Spokane	616	4,860	(31)	0.1	754	3,482
Yakima	617	740	(1,440)	17.1	791	1,231
		$57,975**				$32,829 $35,686*

*The amount district would receive if there were no maximum support level applied to the large school district weighting factor.

**This amounts to 70.76% of the total outstanding special levies within the state.

Table 22

REMOTE AND NECESSARY SCHOOL DISTRICT ACCOUNT AND REVISED WEIGHTING FACTORS

School District	Account	Weighting Factor	
		Revised	Present
Washtucna	$32,408	0.861	0.861
Lind	25,092	0.441	0.441
Ritzville	8,441	0.084	0.084
Anatone	9,278	0.573	2.000
Asotin	31,789	0.829	0.838
Finley	19,797	0.280	0.280
Manson	22,904	0.366	0.366
Stehekin	3,236	1.318	2.000
Entiat	28,533	0.597	0.597
Peshastin-Dryden	15,679	0.192	0.192
Toutle Lake	20,258	0.291	0.291
Bridgeport	24,385	0.415	0.415
Mansfield	32,885	1.358	1.550
Hazelmere	4,998	0.727	2.000
Inchelium	8,979	0.239	0.865
Republic	11,633	0.177	0.332
Kahlotus	35,902	2.000	2.000
Hartline	20,431	1.382	2.000
Warden	16,200	0.202	0.202
Coulee City	8,521	0.235	0.908
Soap Lake	16,269	0.203	0.203
Wilson Creek	33,418	1.621	1.887
Coupeville	19,068	0.262	0.262
Quilcene	27,001	0.521	0.521
Chimacum	10,835	0.115	0.115
Lester	10,252	2.000	2.000
Skykomish	37,856	2.000	2.000
Easton	28,421	1.176	1.554
Thorp	24,437	0.887	1.316
Kittitas	22,399	0.350	0.350
Wishram	37,672	1.580	1.580
Bickleton	16,118	0.686	1.608

Table 22–Continued

School District	Account	Weighting Factor	
		Revised	Present
Glenwood	$19,258	1.189	2.000
Klickitat	30,048	0.685	0.685
Roosevelt	5,880	0.798	2.000
Lyle	27,004	0.521	0.521
Adna	28,514	0.596	0.596
Winlock	5,617	0.052	0.052
Boistfort	25,332	1.538	2.000
Onalaska	17,170	0.221	0.221
Sprague	30,607	0.722	0.722
Almira	14,530	0.625	1.631
Creston	35,961	1.270	1.270
Wilbur	19,917	0.283	0.283
Harrington	30,109	0.689	0.689
Davenport	14,187	0.172	0.186
Winthrop	7,481	0.167	0.666
Brewster	14,312	0.168	0.168
Pateros	22,020	0.411	0.491
Willapa Valley	13,216	0.150	0.150
Selkirk	15,204	0.186	0.190
Orting	13,705	0.158	0.158
Orcas	20,941	0.731	0.252
Granite Falls	6,764	0.072	0.118
Freeman	15,791	0.194	0.194
Liberty	14,768	0.176	0.176
Wellpinit	6,307	0.289	1.762
Columbia	12,429	0.469	1.383
Rainier	24,849	0.677	0.893
Touchet	18,777	0.697	1.354
Columbia	20,970	0.310	0.310
Waitsburg	16,510	0.208	0.208
Diablo	7,209	0.312	0.501

Table 22–Continued

School District	Account	Weighting Factor Revised	Weighting Factor Present
Oaksdale	$ 11,203	0.311	0.918
LaCrosse	26,666	0.506	0.506
Tekoa	25,995	0.581	0.664
Palouse	21,788	0.332	0.332
Garfield	32,139	0.838	0.838
Colton	23,939	0.400	0.400
Endicott	34,821	1.110	1.110
Rosalia	24,295	0.462	0.509
Mabton	9,475	0.110	0.164
Total	$1,431,000		

Table 23

REMOTE AND NECESSARY SCHOOL DISTRICTS WITH A REVISED ZERO WEIGHTING FACTOR

County	School District
Benton	Paterson
Benton	Kiona Benton
Chelan	Leavenworth
Clallam	Crescent
Clallam	Cap Flattery
Clark	Lacenter
Columbia	Starbuck
Cowlitz	Kalama
Douglas	Palisades
Douglas	Waterville
Ferry	Keller
Ferry	Curlew
Ferry	Orient
Grant	Grand Coulee
Grant	Wahluke
Grays Harbor	North Beach
Grays Harbor	Quinault
Grays Harbor	Wishkah Valley
Grays Harbor	Oakville
Klickitat	Trout Lake
Lewis	Napavine
Lewis	Mossyrock
Lewis	Morton
Lewis	Toledo
Lewis	Pe Ell
Lincoln	Odessa
Lincoln	Reardan
Mason	Mary M Knight
Okanogan	Twisp
Pacific	South Bend
Pacific	Naselle Grays River
Pacific	North River
Pend Oreille	Newport
Pend Oreille	Cusick
San Juan	Shaw
San Juan	Waldron
San Juan	Lopez
San Juan	San Juan
Skagit	Concrete
Skagit	La Conner
Snohomish	Darrington
Spokane	Freeman
Stevens	Mary Walker
Stevens	Northport
Stevens	Kettle Falls
Wahkiakum	Wahkiakum
Walla Walla	Prescott
Whatcom	Newhalem
Whitman	Lamont
Whitman	St. John
Yakima	Zillah

High Special Levy Districts

Case 40, as shown in Table 18 almost eliminated special levies across the state, reducing the state-wide average levy to 1.14 mills. There are a few school districts–9 in this case– that have a special levy greater than 6.3 mills. These districts are shown in Table 24. These 9 districts represent only one percent of the total number of students. Although two of these districts are comparatively large, the remaining 7 have fewer than 500 students each. Also shown in the table are the dollars and the weighting factor that would be required to reduce the district special levy to six mills. The districts in Table 24 would have to be investigated on an individual basis to determine if they warrant additional support. One way of providing this additional support would be to group them with the remote school districts and handle all by one account.

	County Number/ School District	Special Levy Millage Present	Special Levy Millage Case 40	Cost Per Pupil	Total Base Enrollment
Quilcene	16/48	12.51	11.85	$ 941	275
Mercer Island	17/400	15.17	10.95	803	5,232
Wishram*	20/94	25.74	10.02	1,111	124
Adna	21/226	23.71	16.72	1,001	310
Mount Pleasant	30/29	10.86	8.03	1,322	22
Carson	30/301	15.84	14.13	893	332
Gold Bar	31/84	16.50	9.53	700	118
Monroe	31/103	11.72	6.94	730	2,013
Farmington	38/180	9.01	7.34	2,078	15

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*Wishram is classified as a small district, however the weighting factor needs to be increased.

Table 24

NINE SCHOOL DISTRICTS REQUIRING A SPECIAL LEVY GREATER THAN 6.30 MILLS (@ 50% OF ASSESSED VALUE) IN CASE 40 TO SUPPORT THAT DISTRICT'S EDUCATION PROGRAM

Special Levy Dollars		Special Levy Per Pupil	Assessed Value Per Pupil	Dollars Needed to Reduce Special Levy to 6 Mills	Weighting Factor (Reduce Special Levy to 6 Mills)
Present	Case 40				
$ 45,700	$ 43,300	$157	$ 6,652	$ 10,700	.0079
1,148,000	828,000	158	7,227	187,200	.0729
37,300	14,500	117	5,823	2,900	.0476
94,800	67,000	216	6,438	21,400	.1406
5,600	4,140	185	11,535	524	.0478
57,600	51,400	155	5,478	14,700	.0902
28,400	16,400	139	7,302	3,000	.0518
269,000	159,300	79	5,698	10,800	.0109
14,661	11,936	808	55,060	1,100	.1512

Does the Money not Going into Special Levies Raise the Educational Program?

For Case 40, 82.4 percent of the additional state funds replaced local special levy monies. It would be desirable if the remaining 17.6 percent could be distributed to the low-revenue-per-pupil districts so that their education program would be raised. It has been noted that two large districts, Federal Way and Yakima, received an additional large amount of money, but their cost per pupil was low and this just brought it up to the state average.

To help answer the original question, Tables 25 and 26 were prepared. They show those districts which received more than $100,000 in surplus funds, or more than 10 percent of their total funds. Of the 17 districts that received more than $100,000, only four have a total revenue per pupil above the average $800, and only one has above $854. Thus, in general terms Case 40 minimizes total special levies across the state, and it appears to allocate additional funds to the districts that have a low cost per pupil. For school districts that received more than a 10 percent increase in revenue, but less than $100,000, the same conclusion can be made. These school districts are small, however, and it becomes difficult to compare districts on a per-pupil basis. As can be seen from Table 26, those districts with a high revenue per pupil generally have fewer than 75 students in enrollment.

Table 25

SCHOOL DISTRICTS THAT RECEIVED $100,000 MORE IN CASE 40 THAN PRESENTLY

School District	County Number/ School Dist. No.	Increase in Revenue: Dollars in Thousands	Increase in Revenue: Percent	Total Revenue Per Pupil
Kennewick	3/17	$ 128	2.6%	$ 668
Prosser	3/116	183	14.1	747
Port Angeles	5/21	142	4.7	634
Vancouver	6/37	410	3.6	777
Washougal	6/112	135	9.9	854
Evergreen	6/114	180	6.4	650
Battle Ground	6/119	132	5.6	684
North Beach	14/64	132	24.8	947
Oak Harbor	15/201	331	11.5	741
Seattle	17/1	1,596	2.2	840
Federal Way	17/210	1,141	12.6	755
Bremerton	18/100	216	3.5	726
Central Kitsap	18/401	263	10.8	716
South Kitsap	18/401	290	7.8	724
White Pass	21/303	113	15.8	825
Shelton	23/309	119	5.8	689
Yakima	39/7	1,446	17.1	791

Table 26

DISTRICTS THAT RECEIVED MORE THAN 10 PERCENT BUT LESS THAN $100,000

School District	County Number/ School Dist. Number	Increase in Revenue		Total Revenue Per Pupil	Number of Students
		Dollars in Thousands	Percent		
Paterson	3/50	$ 5.8	18.5%	$ 2,624	14
Magala	4/115	6.8	27.6	556	
Fairview	5/321	17.8	29.5	1,022	76
Green Mountain	6/103	5.6	15.4	815	
Rose Valley	8/82	15.6	13.3	623	
Orando	9/13	6.6	13.2	789	
Pomeroy	12/110	68.2	11.2	819	
McCleary	14/65	20.1	13.2	608	
Montesano	14/66	94.1	11.6	662	
Taolah	14/77	17.6	15.4	1,240	106
Cosmopolis	14/99	35.0	16.1	801	
Satsap	14/104	6.2	20.9	537	
Ocosta	14/172	61.2	11.3	791	
South Whidbey	15/206	72.8	12.9	693	
Morton	21/214	68.3	13.4	835	
Pe Ell	21/301	36.5	12.3	999	
Southside	23/42	16.7	18.3	569	
Harstine	23/302	4.5	27.6	4527	5
Kamilche Valley	23/401	8.4	21.9	603	
Pioneer	23/402	23.9	20.8	754	
Hood Canal	23/404	48.5	18.5	772	
Riverside	24/118	8.7	14.8	753	
Oroville	24/410	83.6	12.6	791	
Ocean Beach	25/101	65.3	10.7	770	
Naselle Gray	25/155	57.8	12.1	1019	525
Steilacoom	27/1	79.2	17.7	754	
Anderson Island	27/24	2.6	11.9	900	
Shaw	28/10	4.3	22.8	8693	3
Waldron	28/21	1.9	34.5	2552	3
Lopez	28/144	18.0	18.8	1182	96
Conway	29/317	35.3	15.6	746	

Table 26–Continued

School District	County Number/ School Dist. Number	Increase in Revenue		Total Revenue Per Pupil	Number of Students
		Dollars in Thousands	Percent		
Skamania	30/2	11.1	10.1	1633	74
Mill A	30/31	11.5	10.4	1557	78
Cathcart	31/109	24.6	12.2	601	
Orchard Prairie	32/123	5.2	21.4	537	
Blue Creek	33/27	1.3	15.8	582	
Onion Creek	33/30	1.2	13.9	1011	10
Loon Lake	33/183	6.2	19.6	953	
Summit Valley	33/202	5.6	30.2	731	
Evergreen	33/205	3.9	26.8	799	
Griffin	34/324	36.0	21.1	736	
Littlerock	34/332	25.0	14.7	741	
Prescott	36/402	39.6	12.6	1501	236
Lamont	38/264	24.7	30.3	2038	52

Part 2: Guarantee Based on Student-Teacher Ratio

The guarantee, presently defined in terms of a fixed amount of dollars, could also be defined in terms of teachers salary, student-teacher ratio, programs, courses, or various combinations of these.

In this section the guarantee was defined so as to reimburse the local school districts for actual teacher salaries. Assuming the staff overhead is some percentage of teacher salaries, a guarantee in dollar form is expressed as follows:

$$\text{Guarantee} = \frac{\text{(actual teachers salary) (staff overhead factor)}}{\text{student-teacher ratio}}$$

It has been estimated that the staff overhead is 84 percent of the teacher salaries. Thus, the guarantee value as a function of the student-teacher ratio is as follows: (An average 1968-69 teachers salary of $8,454 will be used.)

Thus the guarantee equals $15,555 divided by the student-teacher ratio. What this represents in terms of a state guarantee is shown below:

Guarantee	Student-Teacher Ratio
$778	20
622	25
519	30
444	35

A funding variation, Case 41, was the "best" case with the guarantee defined by the student-teacher ratio. It is shown in Table 27. The percentage of the additional state funds that went into reducing special levies is 82 percent, about the same as in Case 40. The weighting factors for this case are as follows:

- Secondary weighting factor is zero.
- Disadvantage weighting factor is 0.4.
- Vocational weighting factor is 0.1.
- Leeway factor is 100%.
- 100% of ALL transportation cost.
- No county ratio.
- No staff weighting factor.
- Revised remote and necessary weighting factor.
- Staff overhead is 84% of teachers salary.
- Student-teacher ratio is 30.67.

The student-teacher ratio was adjusted to fix the total state funds to be allocated.

A comparison of the percent reduction in special levies is made in Table 28.

Table 27

FUNDING FORMULA VARIATIONS

Case 41:

1. Secondary weighting factor is zero.
2. Disadvantaged weighting factor is 0.4.
3. Vocational weighting factor is 0.1.
4. 85 percent leeway factor is 100 percent.
5. 100 percent of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor.
8. Revised small district weighting factor.
9. Guarantee defined: Student/teacher ratio = 30.67.
10. Staff overhead factor is 1.84.

Additional State Cost:		$83.33 million
Total Base Enrollment	771,759.	
Total Weighted Enrollment:	782,952.	
Revised Remote High and Elementary Account:		$ 1.87 million.
Total Special Levies Remaining:		$13.58 million.

Percent of the input dollars that went into reducing special levies: 82.02%.

Minimum School District Size	Special Levies Mills Assessed	Dollars Per Student	Percent Reduction
20,000	1.0	$ 17.4	89.3 %
10,000	2.7	40.2	73.6
5,000	0.7	8.2	88.6
2,600	0.4	4.7	90.4
1,600	0.7	9.9	83.3
1,000	0.2	2.4	89.2
500	0.9	17.7	62.8
200	1.8	45.0	47.2
0	1.5	56.9	43.0
Weighted Average	1.1	$ 17.6	83.4 %

Individual Districts Special Levy Status:

Seattle:	$565,000 (0.25 mills).
Shoreline:	$1.17 million (7.06 mills).
Tacoma:	$222,000 (0.47 mills).
Spokane:	$ 76,000 surplus.

Table 28

A COMPARISON OF CASES 40 AND 41

Minimum School District Size	Percent Reduction in Special Levy		
	Case 40	Case 41	Difference
20,000	93.1%	89.3%	- 3.8%
10,000	84.3	73.6	-10.7
5,000	60.6	88.6	28.0
2,600	73.7	90.4	16.7
1,600	68.4	83.3	14.9
1,000	83.0	89.2	6.2
500	79.5	62.8	-22.9
200	69.6	47.2	-22.4
0	76.8	43.0	-33.8
Weighted Average	83.7 %	83.4 %	

A major difference between Cases 40 and 41 is that in Case 41 small districts tend to receive less money because teacher salaries generally tend to be lower than in large districts.

Other major differences between the two cases are that Case 41 does not have a large school district weighting factor and the leeway factor is 100 percent instead of 110 percent as in Case 40. Also, the state property tax was not increased, but remained at its present level of 2.0 mills (high school) at 1.2 mills (nonhigh school) in Case 41. A breakdown of the individual school districts of Case 41 is presented in Appendix B.

Appendix A

COMPUTER OUTPUT OF SUMMARY TABLES OF A RECOMMENDED CASE:

CASE 40 (CASE 31 PLUS REVISED SMALL AND LARGE SCHOOL DISTRICT WEIGHTING FACTORS)

Table 1

WASHINGTON STATE

COUNTY NUMBER AND NAME DIRECTORY

1 – Adams
2 – Asotin
3 – Benton
4 – Chelan
5 – Clallam
6 – Clark
7 – Columbia
8 – Cowlitz
9 – Douglas
10 – Ferry
11 – Franklin
12 – Garfield
13 – Grant
14 – Grays Harbor
15 – Island
16 – Jefferson
17 – King
18 – Kitsap
19 – Kittitas
20 – Klickitat
21 – Lewis
22 – Lincoln
23 – Mason
24 – Okanogan
25 – Pacific
26 – Pend O'reille
27 – Pierce
28 – San Juan
29 – Skagit
30 – Skamania
31 – Snohomish
32 – Spokane
33 – Stevens
34 – Thurston
35 – Wahkiakum
36 – Walla Walla
37 – Whatcom
38 – Whitman
39 – Yakima

Table 2

SUMMATION OF ALL STATE DISTRICTS

	BASE CASE	WHAT IF CASE
TOTAL BASE ENROLLMENT	771759.06	771759.06
WEIGHTED ENROLLMENT	996029.1	782951.9
LOCAL PROPERTY TAX	67446026.	67446026.
STATE APPORTIONMENT ACCOUNT 3010	255248380.	267966640.
STATE ASSESSED VALUE EQUALIZATION ACCT. 3011		0.
REVISED REMOTE AND NECESSARY ACCT.		1430805.
LARGE SCHOOL WEIGHTING FACTOR ACCT.		32829431.
STATE PROPERTY TAX ACCOUNT 3070	27787019.	55574038.
TRANSPORTATION-- ACCOUNT 3020	30700630.	30700634.
STATE REIMBURSEMENT	22313397.	30700634.
LOCAL FUNDS	8387233.	0.
DRIVERS EDUCATION ACCOUNT 3080	3949413.	3949413.
STATE REIMBURSEMENT	1727004.	1727004.
STUDENT FEES	899982.	899982.
LOCAL FUNDS	1322428.	1322428.

Table 3
SUMMARY OF FUNDING FORMULA
CASE 31 PLUS REVISED SMALL AND LARGE SCHOOL DISTRICT WEIGHTING FACTORS
GUARANTEE=$491

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
WASHTUCNA	1	109	59604.	59604.	105213.	126262.	21830.	781.	205245.	205245.
BENGE	1	122	12088.	12088.	10071.	15569.	5540.	42.	27960.	27960.
OTHELLO	1	147	258736.	258736.	886925.	1048633.	144283.	0.	1520895.	1538320.
LIND	1	158	133198.	133198.	124521.	188295.	86335.	22561.	367937.	367937.
RITZVILLE	1	160	177615.	177615.	226588.	294724.	119335.	51199.	560284.	560284.
CLARKSTON	2	250	214348.	214348.	1420338.	1518812.	54832.	0.	1913644.	1957287.
ANATONE	2	310	24530.	24530.	55929.	49163.	0.	0.	106110.	99344.
ASOTIN	2	400	32219.	32219.	146825.	168664.	21839.	0.	223135.	223135.
KENNEWICK	3	17	505937.	505937.	3439179.	3765052.	197937.	0.	4838112.	4966047.
PATERSON	3	50	17158.	17158.	11124.	20475.	3469.	0.	31751.	37633.
KIONA BENTON	3	52	42817.	42817.	338190.	377333.	0.	0.	456623.	495767.
FINLEY	3	53	72913.	72913.	221172.	264521.	82880.	39531.	410057.	410057.
PROSSER	3	116	182967.	182967.	955120.	1141991.	4098.	0.	1300357.	1483131.
RICHLAND	3	400	483630.	483630.	3510715.	3801497.	516460.	225678.	5758223.	5758223.
MONITOR	4	9	12904.	12904.	50918.	60998.	8974.	0.	89270.	90375.
MANSON	4	19	42769.	42769.	174570.	210408.	55565.	19727.	321338.	321338.
STEHEKIN	4	69	1073.	1073.	5119.	5298.	178.	0.	6794.	6794.
MALAGA	4	115	6549.	6549.	18166.	24984.	0.	0.	24716.	31533.
CASHMERE	4	122	92629.	92629.	484907.	523762.	96499.	57643.	750348.	750348.
ENTIAT	4	127	31177.	31177.	159247.	187007.	38536.	10776.	253201.	253201.
LEAVENWORTH	4	128	57826.	57826.	311464.	335638.	0.	0.	467091.	491265.
CHELAN	4	129	117379.	117379.	397453.	429266.	62465.	30652.	653694.	653694.
PESHASTIN-DR	4	200	46764.	46764.	240653.	264337.	30385.	6702.	353009.	353009.
WENATCHEE	4	246	700004.	700004.	2350803.	2628541.	535914.	258175.	4026634.	4026634.
PORT ANGELES	5	21	570319.	570319.	1976101.	2121298.	2968.	0.	3033668.	3175896.
CRESCENT	5	313	27563.	27563.	131614.	122186.	0.	0.	176586.	167158.
FAIRVIEW	5	321	10805.	10805.	34738.	52557.	0.	0.	60325.	78144.
SEQUIM	5	323	158119.	158119.	558040.	621480.	0.	0.	846441.	909881.
CAPE FLATTER	5	401	119344.	119344.	292804.	337918.	0.	0.	553068.	598182.
QUILLAYUTE V	5	402	247501.	247501.	519926.	582247.	0.	0.	905848.	968169.
VANCOUVER	6	37	1834396.	1834396.	6407429.	8619394.	1802192.	0.	11336603.	11746375.
HOCKINSON	6	98	25350.	25350.	211423.	252563.	14492.	0.	275334.	301983.
LACENTER	6	101	61960.	61960.	242851.	263007.	13311.	0.	349367.	356212.
GREEN MOUNTA	6	103	6915.	6915.	26059.	31620.	0.	0.	36016.	41577.
YACOLT	6	104	16095.	16095.	93711.	105690.	2300.	0.	121342.	131020.
WASHOUGAL	6	112	372374.	372374.	785633.	920582.	0.	0.	1357503.	1492452.
EVERGREEN	6	114	323632.	323632.	2177448.	2396280.	38298.	0.	2804621.	2985156.
CAMAS	6	117	469542.	469542.	879765.	992920.	223993.	110838.	1703401.	1703401.
BATTLE GROUN	6	119	398084.	398084.	1723929.	1856374.	0.	0.	2368939.	2501385.
RIDGEFIELD	6	122	143703.	143703.	657405.	708823.	0.	0.	855857.	907276.
DAYTON	7	2	167172.	167172.	356450.	420527.	64594.	517.	704533.	704533.
STARBUCK	7	35	23167.	23167.	16128.	25783.	5879.	0.	67818.	71594.
ROSE VALLEY	8	82	12633.	12633.	88174.	103759.	0.	0.	116738.	132323.
CARROLLS	8	118	11538.	11538.	60898.	68758.	0.	0.	83493.	91353.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF
LONGVIEW	8	122	1506030.	1506030.	3258937.	3561460.	672252.	369728.	5963412.	5963412.
TOUTLE LAKE	8	130	109784.	109784.	185457.	253065.	139624.	72016.	460093.	460093.
CASTLE ROCK	8	401	108067.	108067.	691345.	762986.	16724.	0.	872638.	927555.
KALAMA	8	402	174772.	174772.	267035.	303582.	0.	0.	479642.	516190.
KELSO	8	403	384186.	384186.	2252902.	2389979.	84343.	0.	3032511.	3085245.
WOODLAND	8	404	231108.	231108.	377724.	459481.	20804.	0.	690372.	751325.
ORONDO	9	13	9393.	9393.	35545.	45206.	3044.	0.	50270.	56887.
BRIDGEPORT	9	75	35729.	35729.	207870.	227270.	23637.	4237.	303875.	303875.
PALISADES	9	102	7751.	7751.	23354.	16739.	0.	0.	31789.	25174.
EASTMONT	9	206	231174.	231174.	1526924.	1621196.	155400.	61128.	2001403.	2001403.
MANSFIELD	9	207	28655.	28655.	97153.	119140.	21987.	0.	156250.	156250.
WATERVILLE	9	209	66317.	66317.	164568.	177866.	6845.	0.	256879.	263332.
KELLER	10	3	5112.	5112.	30439.	23416.	0.	0.	45617.	38593.
CURLEW	10	50	22880.	22880.	99731.	77519.	0.	0.	150289.	128077.
HAZELMERE	10	60	2533.	2533.	15039.	10996.	0.	0.	18635.	14592.
ORIENT	10	65	14232.	14232.	45323.	47933.	0.	0.	68410.	71020.
INCHELIUM	10	70	22226.	22226.	117180.	118672.	1492.	0.	171705.	171705.
REPUBLIC	10	309	53978.	53978.	191859.	198725.	6866.	0.	287729.	287729.
PASCO	11	1	595500.	595500.	2425144.	2703436.	505028.	226736.	4066422.	4066422.
NORTH FRANKL	11	51	560328.	560328.	608503.	707942.	0.	0.	1331835.	1431273.
STAR	11	54	8448.	8448.	8832.	14039.	12032.	6825.	29313.	29313.
KAHLOTUS	11	56	46776.	46776.	56571.	87725.	48140.	16986.	162653.	162653.
POMEROY	12	110	169334.	169334.	328261.	415492.	19014.	0.	606754.	674972.
GRAND COULEE	13	55	51047.	51047.	305372.	322851.	16911.	0.	478587.	479155.
WAHLUKE	13	73	4731.	4731.	39747.	43309.	0.	0.	48855.	52417.
HARTLINE	13	128	31608.	31608.	59902.	72298.	12396.	0.	113267.	113267.
QUINCY	13	144	199232.	199232.	818026.	907290.	143087.	53823.	1307045.	1307045.
WARDEN	13	146	104987.	104987.	292379.	332397.	102007.	61990.	556112.	556112.
COULEE CITY	13	150	65213.	65213.	129474.	135294.	5820.	0.	226310.	226310.
SOAP LAKE	13	156	36464.	36464.	226751.	245819.	26267.	7199.	333325.	333325.
OYAL	13	160	81513.	81513.	349260.	403352.	109958.	55866.	619386.	619386.
MOSES LAKE	13	161	446876.	446876.	2535496.	2842024.	228165.	0.	3797072.	3875434.
EPHRATA	13	165	485159.	485159.	895738.	965906.	0.	0.	1593168.	1663336.
WILSON CREEK	13	167	37130.	37130.	86554.	103825.	17271.	0.	159200.	159200.
ABERDEEN	14	5	555426.	555426.	2153555.	2440243.	668211.	381523.	3762808.	3762808.
HOQUIAM	14	28	417728.	417728.	1236391.	1428687.	92851.	0.	1908591.	2008037.
NORTH BEACH	14	64	215036.	215036.	215127.	370708.	23514.	0.	532089.	664156.
MC CLEARY	14	65	23115.	23115.	114968.	135098.	0.	0.	152868.	172998.
MONTESANO	14	66	152869.	152869.	573631.	667727.	0.	0.	807282.	901379.
ELMA	14	68	157251.	157251.	647588.	694856.	38828.	0.	940962.	949402.
TAHOLAH	14	77	16187.	16187.	33236.	50847.	0.	0.	114306.	131917.
QUINAULT	14	97	50502.	50502.	172515.	197589.	24783.	0.	290030.	290320.
COSMOPOLIS	14	99	87317.	87317.	78507.	141390.	27872.	0.	217796.	252807.
SATSOP	14	104	6229.	6229.	23356.	29603.	0.	0.	29961.	36208.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
WISHKAH VALL	14	117	86945.	86945.	117395.	111819.	0.	0.	219962.	214386.
OCOSTA	14	172	185972.	185972.	300601.	361768.	0.	0.	540762.	601929.
OAKVILLE	14	400	45833.	45833.	161742.	167705.	0.	0.	286108.	292071.
OAK HARBOR	15	201	420679.	420679.	1752935.	2083963.	0.	0.	2871177.	3202205.
COUPEVILLE	15	204	101754.	101754.	221170.	293279.	79335.	7227.	495088.	495088.
SOUTH WHIDBE	15	206	169279.	169279.	342017.	428985.	14139.	0.	564614.	637444.
CLEARWATER	16	20	24534.	24534.	20590.	28491.	5915.	0.	76663.	78648.
BRINNON	16	46	12608.	12608.	9711.	12580.	8733.	5865.	39295.	39295.
QUILCENE	16	48	52079.	52079.	94312.	96726.	45745.	43331.	258658.	258658.
CHIMACUM	16	49	93107.	93107.	201276.	207864.	15651.	9063.	429257.	429257.
PORT TOWNSEN	16	50	251642.	251642.	663493.	666223.	73642.	70912.	1336386.	1336386.
SEATTLE	17	1	16917818.	16917818.	31426394.	48110026.	15087519.	0.	72389968.	73986081.
BLACK DIAMON	17	190	21093.	21093.	114140.	128362.	7794.	0.	148639.	155067.
LESTER	17	195	26036.	26036.	10469.	31134.	25554.	4889.	62764.	62764.
FEDERAL WAY	17	210	1098519.	1098519.	5870921.	8187578.	1175339.	0.	9093524.	10234842.
ENUMCLAW	17	216	357160.	357160.	1440688.	1701385.	246814.	0.	2238915.	2252797.
MERCER ISLAN	17	400	630734.	630734.	2111015.	2430174.	1147531.	828372.	4199702.	4199702.
HIGHLINE	17	401	2767127.	2767127.	12235527.	16852389.	4924033.	307172.	21867525.	21867525.
VASHON ISLAN	17	402	175382.	175382.	748575.	859484.	177671.	66763.	1212772.	1212772.
RENTON	17	403	3388778.	3388778.	4876367.	8062378.	3939614.	753602.	13376575.	13376575.
SKYKOMISH	17	404	37291.	37291.	63122.	87740.	32030.	7413.	145450.	145450.
BELLEVUE	17	405	2535779.	2535779.	9422564.	13362346.	4841991.	902209.	18207086.	18207086.
SOUTH CENTRA	17	406	328787.	328787.	946217.	1112996.	444335.	277557.	1878699.	1878699.
LOWER SNOQUA	17	407	116452.	116452.	411870.	485554.	99739.	26054.	674660.	674660.
AUBURN	17	408	1229692.	1229692.	2968813.	3672841.	918335.	214306.	5557902.	5557902.
TAHOMA	17	409	214915.	214915.	1127811.	1284289.	173763.	17284.	1645968.	1645968.
SNOQUALMIE V	17	410	320593.	320593.	1146097.	1327226.	135513.	0.	1720426.	1766043.
ISSAQUAH	17	411	586165.	586165.	3272203.	3733976.	513205.	51432.	4688457.	4688457.
SHORELINE	17	412	1564395.	1564395.	7191593.	9900231.	3645297.	936659.	13577113.	13577113.
LAKE WASHING	17	414	1331490.	1331490.	5741366.	7911712.	2426559.	256214.	10407731.	10407731.
KENT	17	415	1363646.	1363646.	4967400.	7023344.	2939109.	883165.	9955017.	9955017.
NORTHSHORE	17	417	1221288.	1221288.	4075644.	4818987.	994373.	251030.	7018703.	7018703.
BREMERTON	18	100	814200.	814200.	3721927.	4251575.	313388.	0.	6170367.	6386629.
BAINBRIDGE	18	303	235281.	235281.	842277.	991069.	250646.	101854.	1444353.	1444353.
NORTH KITSAP	18	400	284457.	284457.	1218273.	1430157.	119034.	0.	1898409.	1991258.
CENTRAL KITS	18	401	285676.	285676.	1660175.	1923710.	0.	0.	2440276.	2703811.
SOUTH KITSAP	18	402	429824.	429824.	2617608.	2907830.	0.	0.	3726409.	4016630.
DAMMAN	19	7	6679.	6679.	2618.	4991.	3215.	842.	12620.	12620.
EASTON	19	28	44443.	44443.	54150.	69089.	14938.	0.	121089.	121089.
THORP	19	400	30130.	30130.	94945.	97564.	2619.	0.	142572.	142572.
ELLENSBURG	19	401	379381.	379381.	1269235.	1406128.	262002.	125109.	2309549.	2309549.
KITTITAS	19	403	68419.	68419.	223637.	222079.	40288.	41846.	363426.	363426.
CLE ELUM-ROS	19	404	107496.	107496.	392510.	439904.	63034.	15641.	629149.	629149.
WISHRAM	20	94	11275.	11275.	82265.	105031.	37273.	14508.	138111.	138111.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
BICKLETON	20	203	35478.	35478.	67712.	65023.	0.	0.	111168.	108479.
CENTERVILLE	20	215	12286.	12286.	32473.	41652.	5959.	0.	54802.	58022.
TROUT LAKE	20	400	15184.	15184.	143634.	127395.	0.	0.	177143.	160904.
GLENWOOD	20	401	20526.	20526.	81927.	96132.	14205.	0.	135881.	135881.
KLICKITAT	20	402	18533.	18533.	155602.	172640.	25040.	8002.	209843.	209843.
ROOSEVELT	20	403	9693.	9693.	20609.	23959.	3350.	0.	34516.	34516.
GOLDENDALE	20	404	120833.	120833.	418041.	447137.	38536.	9440.	657423.	657423.
WHITE SALMON	20	405	219470.	219470.	523488.	593571.	0.	0.	844431.	914514.
LYLE	20	406	30647.	30647.	188663.	214185.	49690.	24167.	305517.	305517.
NAPAVINE	21	14	30991.	30991.	173010.	169718.	0.	2586.	244849.	244142.
VADER	21	18	10647.	10647.	56226.	61821.	0.	0.	78495.	84090.
EVALINE	21	36	3591.	3591.	16170.	19245.	844.	0.	22786.	25017.
MOSSYROCK	21	206	129061.	129061.	178861.	236106.	57966.	721.	470875.	470875.
MORTON	21	214	132487.	132487.	234143.	302439.	0.	0.	508548.	576844.
ADNA	21	226	29886.	29886.	152046.	179988.	94758.	66816.	310640.	310640.
WINLOCK	21	232	53772.	53772.	301900.	316851.	19032.	4081.	465345.	465345.
BOISTFORT	21	234	34896.	34896.	63710.	84457.	20747.	0.	141616.	141616.
TOLEDO	21	237	106301.	106301.	270691.	305418.	17992.	0.	471436.	488171.
ONALASKA	21	300	75526.	75526.	253214.	287533.	34567.	249.	433234.	433234.
PE ELL	21	301	140784.	140784.	89598.	149849.	23771.	0.	296225.	332705.
CHEHALIS	21	302	227816.	227816.	1050371.	1127658.	86851.	9564.	1776733.	1776733.
WHITE PASS	21	303	172136.	172136.	359278.	477316.	4582.	0.	718055.	831512.
CENTRALIA	21	401	279613.	279613.	1562493.	1703841.	190526.	49178.	2345527.	2345527.
EDWALL	22	5	22363.	22363.	23788.	34997.	19723.	8514.	71230.	71230.
SPRAGUE	22	8	55626.	55626.	96435.	128061.	41148.	9523.	204476.	204476.
ALMIRA	22	17	64729.	64729.	89392.	93253.	3861.	0.	167874.	167874.
CRESTON	22	73	32370.	32370.	100704.	129441.	30390.	1653.	177988.	177988.
ODESSA	22	105	167379.	167379.	227864.	272330.	15847.	0.	438463.	467082.
WILBUR	22	200	86421.	86421.	175617.	220293.	52675.	8000.	351759.	351759.
HARRINGTON	22	204	83379.	83379.	98836.	135524.	40906.	4218.	237614.	237614.
DAVENPORT	22	207	97024.	97024.	202559.	233982.	31423.	0.	352582.	352582.
REARDAN	22	260	133604.	133604.	187896.	199043.	0.	0.	346237.	357383.
SOUTHSIDE	23	42	15085.	15085.	68647.	85330.	0.	0.	90922.	107605.
GRAPEVIEW	23	54	26324.	26324.	20090.	31338.	7887.	0.	57389.	60749.
HARSTINE	23	302	10878.	10878.	5438.	9944.	0.	0.	16321.	20827.
SHELTON	23	309	463648.	463648.	1438474.	1557193.	0.	0.	2036852.	2155572.
MARY M KNIGH	23	311	38222.	38222.	92752.	91991.	0.	0.	158920.	158159.
KAMILCHE VAL	23	401	8324.	8324.	25974.	34377.	0.	0.	38409.	46812.
PIONEER	23	402	42644.	42644.	55352.	80275.	1028.	0.	114738.	138632.
NORTH MASON	23	403	157615.	157615.	263751.	341791.	90452.	12411.	597724.	597724.
HOOD CANAL	23	404	74161.	74161.	138267.	186760.	0.	0.	262405.	310898.
NESPELEM	24	14	7382.	7382.	86499.	107418.	20604.	0.	161966.	162281.
OMAK	24	19	144221.	144221.	686153.	727661.	0.	0.	1113562.	1155070.
WINTHROP	24	103	24997.	24997.	146963.	146851.	0.	0.	201508.	201395.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
OKANOGAN	24	105	90223.	90223.	420037.	460980.	6496.	0.	670217.	704664.
BREWSTER	24	111	94770.	94770.	225556.	253296.	46605.	18865.	423205.	423205.
RIVERSIDE	24	118	7471.	7471.	41457.	50154.	0.	0.	58791.	67488.
PATEROS	24	122	56767.	56767.	146944.	158673.	11728.	0.	258656.	258656.
COULEE DAM	24	401	48069.	48069.	344773.	379023.	49034.	14784.	557987.	557987.
TWISP	24	403	43947.	43947.	217301.	213998.	0.	0.	304001.	300698.
TONASKET	24	404	118323.	118323.	414608.	462108.	0.	0.	631507.	679007.
OROVILLE	24	410	106491.	106491.	430826.	537112.	22637.	0.	663003.	746652.
OCEAN BEACH	25	101	165393.	165393.	363190.	446080.	17597.	0.	611438.	676731.
RAYMOND	25	116	149734.	149734.	382765.	452866.	54411.	0.	637248.	652937.
SOUTH BEND	25	118	81764.	81764.	281942.	317319.	13510.	0.	444074.	465941.
NASELLE GRAY	25	155	226757.	226757.	221728.	279562.	0.	0.	477566.	535400.
WILLAPA VALL	25	160	114275.	114275.	200058.	246963.	48067.	1161.	397767.	397767.
NORTH RIVER	25	200	50970.	50970.	46778.	35364.	0.	0.	98414.	87001.
NEWPORT	26	56	84745.	84745.	310018.	318190.	12822.	4650.	516281.	516281.
CUSICK	26	59	35469.	35469.	169582.	166188.	0.	0.	264243.	260849.
SELKIRK	26	70	61359.	61359.	222309.	235497.	13188.	0.	377677.	377677.
STEILACOOM	27	1	100730.	100730.	262306.	341551.	0.	0.	446895.	526140.
PUYALLUP	27	3	712519.	712519.	4457795.	4889509.	679728.	248013.	6532526.	6532526.
DU PONT	27	7	44479.	44479.	615549.	696398.	0.	0.	1042474.	1123324.
TACOMA	27	10	3771163.	3771163.	17804785.	22157745.	5820849.	1467889.	32017347.	32017347.
ANDERSON ISL	27	24	6907.	6907.	8395.	13480.	2429.	0.	22252.	24909.
UNIVERSITY P	27	83	262995.	262995.	1478136.	1674320.	172249.	0.	2081098.	2105033.
SUMNER	27	320	259155.	259155.	1603530.	1829057.	226500.	972.	2309120.	2309120.
DIERINGER	27	343	31752.	31752.	130869.	162135.	21090.	0.	205021.	215198.
ORTING	27	344	48256.	48256.	312103.	358831.	51670.	4942.	436106.	436106.
CLOVER PARK	27	400	1115841.	1115841.	7460871.	8317705.	318121.	0.	12204159.	12742872.
PENINSULA	27	401	279880.	279880.	1321349.	1532861.	313489.	101977.	2057674.	2057674.
FRANKLIN PIE	27	402	483565.	483565.	3948031.	4378982.	492941.	61989.	5556380.	5556380.
BETHEL	27	403	292362.	292362.	2126310.	2470283.	172530.	0.	2931007.	3102449.
EATONVILLE	27	404	147239.	147239.	449982.	517725.	49445.	0.	737614.	755912.
CARBONADO	27	406	15337.	15337.	25309.	37437.	14081.	1953.	55178.	55178.
WHITE RIVER	27	416	148811.	148811.	1367045.	1511232.	141554.	0.	1742520.	1745153.
FIFE	27	417	150951.	150951.	991564.	1094701.	87101.	0.	1410125.	1426161.
SHAW	28	10	7721.	7721.	10704.	15016.	0.	0.	18899.	23211.
WALDRON	28	21	3726.	3726.	1965.	3930.	0.	0.	5691.	7656.
ORCAS	28	137	85046.	85046.	28115.	70319.	42204.	0.	163617.	163617.
LOPEZ	28	144	62024.	62024.	25921.	46920.	3022.	0.	95592.	113569.
SAN JUAN	28	149	140407.	140407.	57019.	98644.	30729.	0.	245602.	256498.
BURLINGTON E	29	100	257459.	257459.	1105216.	1263443.	144510.	0.	1694791.	1708508.
SEDRO WOOLLE	29	101	331319.	331319.	1382422.	1578340.	92141.	0.	2054740.	2158516.
CONCRETE	29	102	164111.	164111.	197553.	255644.	30440.	0.	417594.	445245.
ANACORTES	29	103	490921.	490921.	841655.	1103782.	338729.	76602.	1844323.	1844323.
LA CONNER	29	311	59446.	59446.	185438.	207613.	0.	0.	305654.	327829.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF
CONWAY	29	317	34367.	34367.	158765.	194095.	0.	0.	225637.	260967.
MT VERNON	29	320	371183.	371183.	1412654.	1571201.	383547.	225000.	2404944.	2404944.
SKAMANIA	30	2	20409.	20409.	28367.	39483.	0.	0.	109584.	120700.
STEVENSON	30	3	104665.	104665.	181644.	243958.	7594.	0.	1044352.	1099072.
MOUNT PLEASA	30	29	2386.	2386.	6581.	8038.	5596.	4140.	29545.	29545.
MILL A	30	31	6550.	6550.	10462.	21987.	0.	0.	110474.	121999.
CARSON	30	301	19161.	19161.	15960.	22162.	57557.	51355.	296215.	296215.
EVERETT	31	2	1924682.	1924682.	5417131.	7358267.	2118693.	177558.	10689159.	10689159.
LAKE STEVENS	31	4	189225.	189225.	1056197.	1211522.	128131.	0.	1503467.	1530661.
MUKILTEO	31	6	440293.	440293.	1333587.	1679724.	541745.	195608.	2559042.	2559042.
EDMONDS	31	15	2265455.	2265455.	11562546.	15816211.	3335041.	0.	18971710.	19890333.
ARLINGTON	31	16	234016.	234016.	970577.	1059187.	164364.	75754.	1526466.	1526466.
MARYSVILLE	31	25	427552.	427552.	2011813.	2302478.	253834.	0.	3000427.	3037258.
SULTAN	31	30	85319.	85319.	385857.	419427.	47756.	14186.	572837.	572837.
INDEX	31	63	5972.	5972.	2123.	4665.	6881.	4339.	15410.	15410.
GOLD BAR	31	84	10647.	10647.	39700.	51685.	28393.	16407.	82438.	82438.
MONROE	31	103	190811.	190811.	885396.	995079.	268948.	159265.	1468964.	1468964.
CATHCART	31	109	21777.	21777.	163875.	189150.	687.	0.	200874.	225461.
SNOHOMISH	31	201	387904.	387904.	1856898.	2031126.	168336.	0.	2620082.	2625973.
LAKEWOOD	31	306	36225.	36225.	208146.	241479.	32223.	0.	296729.	297838.
DARRINGTON	31	330	55245.	55245.	282794.	301027.	2022.	0.	399652.	415864.
GRANITE FALL	31	332	68716.	68716.	290203.	325748.	35545.	0.	430113.	430113.
STANWOOD	31	401	370120.	370120.	628789.	714411.	0.	0.	1099512.	1185134.
SPOKANE	32	81	3885543.	3885543.	15153797.	20046715.	4861093.	0.	26712809.	26744634.
ORCHARD PRAI	32	123	3891.	3891.	19696.	24889.	0.	0.	24314.	29507.
GREAT NORTHE	32	312	3961.	3961.	7314.	9288.	7380.	5407.	19165.	19165.
NINE MILE FA	32	325	10253.	10253.	47035.	54447.	11886.	4473.	70528.	70528.
MEDICAL LAKE	32	326	77237.	77237.	1117817.	1235302.	0.	0.	1672982.	1790468.
MEAD	32	354	315876.	315876.	1633819.	1777451.	306274.	162642.	2418663.	2418663.
CENTRAL VALL	32	356	584720.	584720.	3671240.	3957221.	705499.	419518.	5362825.	5362825.
FREEMAN	32	358	69780.	69780.	259825.	285033.	59406.	34198.	421306.	421306.
CHENEY	32	360	225555.	225555.	1195597.	1346046.	0.	0.	1780626.	1931076.
EAST VALLEY	32	361	278622.	278622.	884764.	969560.	143963.	59167.	1393119.	1393119.
LIBERTY	32	362	141389.	141389.	246383.	285748.	52965.	13599.	486546.	486546.
WEST VALLEY	32	363	328122.	328122.	1689070.	1807934.	259447.	140583.	2562619.	2562619.
DEER PARK	32	414	194882.	194882.	512418.	560552.	0.	0.	763738.	811871.
RIVERSIDE	32	416	53351.	53351.	421354.	461469.	17500.	0.	543003.	565618.
MILL CREEK	33	18	2213.	2213.	12366.	14963.	1091.	0.	16525.	18031.
BLUE CREEK	33	27	1742.	1742.	6084.	7410.	0.	0.	8405.	9731.
ONION CREEK	33	30	5531.	5531.	2126.	4207.	887.	0.	8593.	9787.
CHEWELAH	33	36	88176.	88176.	328910.	358388.	8818.	0.	468287.	488947.
WELLPINIT	33	49	11066.	11066.	97734.	87822.	0.	0.	134837.	124925.
MARCUS	33	50	9475.	9475.	37782.	46699.	7561.	0.	58953.	60309.
VALLEY	33	70	25710.	25710.	38686.	52151.	8430.	0.	77666.	82701.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
COLVILLE	33	115	168612.	168612.	735554.	822086.	0.	0.	1052866.	1139398.
LOON LAKE	33	183	15519.	15519.	14035.	20266.	0.	0.	31777.	38008.
SUMMIT VALLE	33	202	3375.	3375.	13561.	19154.	0.	0.	18543.	24136.
EVERGREEN	33	205	3618.	3618.	9604.	13540.	0.	0.	14706.	18641.
COLUMBIA	33	206	24501.	24501.	133022.	132107.	0.	0.	179342.	178427.
MARY WALKER	33	207	37550.	37550.	152834.	149091.	0.	0.	225298.	221555.
NORTHPORT	33	211	41434.	41434.	132201.	128258.	0.	0.	195474.	191531.
KETTLE FALLS	33	212	61707.	61707.	316615.	320465.	0.	0.	448500.	452351.
YELM	34	2	185345.	185345.	540261.	643388.	32778.	0.	834309.	904658.
NORTH THURST	34	3	542572.	542572.	2454103.	2823625.	123301.	0.	3432402.	3678623.
TUMWATER	34	33	299808.	299808.	1004126.	1252921.	0.	0.	1446181.	1694976.
OLYMPIA	34	111	805012.	805012.	3350660.	3809717.	509589.	50531.	5660124.	5660124.
RAINIER	34	307	26673.	26673.	136508.	158371.	21862.	0.	211210.	211210.
GRIFFIN	34	324	34004.	34004.	122008.	158056.	0.	0.	171202.	207250.
LITTLEROCK	34	332	17695.	17695.	130433.	167695.	12215.	0.	170626.	195673.
ROCHESTER	34	401	82634.	82634.	453395.	512403.	0.	0.	606385.	665393.
TENINO	34	402	71691.	71691.	383294.	429562.	11484.	0.	513128.	547911.
WAHKIAKUM	35	200	86241.	86241.	304824.	338592.	30304.	0.	460042.	463505.
DIXIE	36	101	15100.	15100.	19395.	24433.	8134.	3095.	46210.	46210.
WALLA WALLA	36	140	815697.	815697.	2747360.	2894667.	699323.	552016.	4826754.	4826754.
COLLEGE PLAC	36	250	71717.	71717.	273831.	336800.	45336.	0.	477565.	495198.
TOUCHET	36	300	71174.	71174.	93942.	98563.	4621.	0.	196079.	196079.
COLUMBIA	36	400	129102.	129102.	158291.	185643.	88624.	61272.	426663.	426663.
WAITSBURG	36	401	144779.	144779.	181092.	214801.	39606.	5897.	405168.	405168.
PRESCOTT	36	402	156180.	156180.	97408.	165619.	28566.	0.	314119.	353763.
NEWHALEM	37	100	2181.	2181.	34344.	30520.	0.	0.	75579.	71755.
DIABLO	37	105	2657.	2657.	23641.	24252.	612.	0.	52917.	52917.
BELLINGHAM	37	501	1018303.	1018303.	3733307.	4207406.	81487.	0.	5628720.	6021332.
FERNDALE	37	502	516758.	516758.	880241.	1186174.	70029.	0.	1661557.	1897461.
BLAINE	37	503	128302.	128302.	410322.	510405.	93563.	0.	712481.	719001.
LYNDEN	37	504	173391.	173391.	536254.	651775.	71284.	0.	871948.	916185.
MERIDIAN	37	505	76685.	76685.	449587.	498855.	2762.	0.	593166.	639671.
NOOKSACK VAL	37	506	135358.	135358.	431877.	518919.	95936.	8894.	740683.	740683.
MOUNT BAKER	37	507	162893.	162893.	589395.	678741.	42140.	0.	899715.	946920.
FARMINGTON	38	180	6218.	6218.	9496.	12221.	14661.	11936.	30689.	30689.
HOOPER	38	226	13235.	13235.	13478.	18941.	7066.	1603.	35678.	35678.
OAKESDALE	38	244	62502.	62502.	102901.	151853.	48952.	0.	235779.	235779.
LA CROSSE	38	260	86792.	86792.	94829.	148161.	69703.	16371.	270998.	270998.

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
LAMONT	38	264	47614.	47614.	30319.	54981.	0.	0.	81322.	105985.
TEKOA	38	265	51038.	51038.	127420.	156483.	29063.	0.	228925.	228925.
PULLMAN	38	267	321664.	321664.	1170436.	1390515.	446209.	226130.	2126891.	2126891.
COLFAX	38	300	199923.	199923.	380968.	503384.	116833.	0.	753468.	759051.
PALOUSE	38	301	48400.	48400.	159045.	198086.	41013.	1970.	270725.	270725.
GARFIELD	38	302	47995.	47995.	114638.	152509.	56192.	18322.	241794.	241794.
STEPTOE	38	304	13045.	13045.	24616.	34694.	15163.	5084.	59539.	59539.
COLTON	38	306	56743.	56743.	100901.	151280.	67526.	17146.	239586.	239586.
ENDICOTT	38	308	71703.	71703.	86028.	143131.	81877.	24774.	254344.	254344.
HAY	38	310	18203.	18203.	18733.	28504.	8863.	0.	46013.	46921.
ROSALIA	38	320	89956.	89956.	133827.	173713.	39885.	0.	292042.	292042.
ST JOHN	38	322	122760.	122760.	141808.	233505.	59903.	0.	354880.	386674.
UNION GAP	39	2	36148.	36148.	181636.	223034.	28857.	0.	283838.	296380.
NACHES VALLE	39	3	112948.	112948.	593736.	670761.	2555.	0.	826903.	901373.
YAKIMA	39	7	1192828.	1192828.	5077466.	7262999.	739797.	0.	8471766.	9917502.
DOROTHY	39	24	6930.	6930.	3479.	6781.	11901.	8599.	22350.	22350.
MOXEE	39	90	118874.	118874.	667522.	800578.	19994.	0.	909557.	1022619.
SELAH	39	119	139578.	139578.	933419.	1012831.	88462.	9050.	1401260.	1401260.
MABTON	39	120	40920.	40920.	297758.	333857.	36098.	0.	477843.	477843.
GRANDVIEW	39	200	175918.	175918.	1031227.	1148022.	2271.	0.	1579846.	1694370.
SUNNYSIDE	39	201	267308.	267308.	1682299.	1878427.	28520.	0.	2409332.	2576940.
TOPPENISH	39	202	187841.	187841.	1220871.	1446803.	49237.	0.	1844413.	2021108.
HIGHLAND	39	203	91326.	91326.	377122.	430919.	65078.	11281.	608859.	608859.
GRANGER	39	204	67701.	67701.	519675.	598459.	0.	0.	791817.	870601.
ZILLAH	39	205	53562.	53562.	272369.	304465.	7407.	0.	391463.	416152.
WAPATO	39	207	177444.	177444.	1309693.	1517650.	110801.	0.	2358883.	2456039.
WEST VALLEY	39	208	202639.	202639.	1284864.	1458351.	122418.	0.	1835295.	1886365.
MOUNT ADAMS	39	209	66517.	66517.	465076.	525857.	0.	0.	890785.	951566.
TOTALS			94913236.	94913236.	332356330.	415509030.	81931173.	13393283.	581164360.	595779210.
DIFFERENCE			0.		83152700.		-68537891.		14614848.	

PERCENT THAT INPUT FUNDS WENT INTO REDUCING SPECIAL LEVIES 82.424

Table 4

REQUIRED SPECIAL LEVY–BASED ON 50 PERCENT OF ASSESSED VALUE

CASE 31 PLUS REVISED SMALL AND LARGE SCHOOL DISTRICT WEIGHTING FACTORS
GUARANTEE=$491
THE MILLAGE IS BASED ON THE ASSESSED VALUE

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE BASE	WHAT IF	CHANGE	TOTAL FUNDS INCREASE DOLLARS	PERCENT	COST PER STUDENT
WASHTUCNA	1	109	3.26	.12	3.14	-.00	-.00	943.44
BENGE	1	122	1.69	.01	1.68	.00	.00	1964.86
OTHELLO	1	147	4.38	.00	4.38	17425.91	1.15	736.62
LIND	1	158	4.13	1.08	3.05	-.00	-.00	1057.65
RITZVILLE	1	160	4.52	1.94	2.58	-.00	-.00	940.17
CLARKSTON	2	250	2.03	.00	2.03	43642.20	2.28	633.99
ANATONE	2	310	.00	.00	.00	-6765.66	-6.38	1295.91
ASOTIN	2	400	4.60	.00	4.60	-.00	-.00	832.19
KENNEWICK	3	17	3.09	.00	3.09	127935.75	2.64	667.71
PATERSON	3	50	1.22	.00	1.22	5882.58	18.53	2624.37
KIONA BENTON	3	52	.00	.00	.00	39143.47	8.57	712.30
FINLEY	3	53	7.35	3.51	3.85	-.00	-.00	796.58
PROSSER	3	116	.17	.00	.17	182773.80	14.06	747.61
RICHLAND	3	400	8.50	3.71	4.78	-.00	-.00	745.66
MONITOR	4	9	3.49	.00	3.49	1105.17	1.24	646.55
MANSON	4	19	10.37	3.68	6.69	-.00	-.00	790.15
STEHEKIN	4	69	.70	.00	.70	-.00	-.00	1274.61
MALAGA	4	115	.00	.00	.00	6817.98	27.59	556.54
CASHMERE	4	122	9.61	5.74	3.87	-.00	-.00	713.30
ENTIAT	4	127	10.41	2.91	7.50	.00	.00	809.05
LEAVENWORTH	4	128	.00	.00	.00	24173.82	5.18	709.57
CHELAN	4	129	4.37	2.15	2.23	-.00	-.00	695.92
PESHASTIN-DR	4	200	5.66	1.25	4.41	-.00	-.00	679.74
WENATCHEE	4	246	5.86	2.82	3.04	-.00	-.00	691.09
PORT ANGELES	5	21	.05	.00	.05	142228.94	4.69	634.33
CRESCENT	5	313	.00	.00	.00	-9427.80	-5.34	785.92
FAIRVIEW	5	321	.00	.00	.00	17819.19	29.54	1022.16
SEGUIM	5	323	.00	.00	.00	63439.95	7.49	730.60
CAPE FLATTER	5	401	.00	.00	.00	45114.30	8.16	1001.80
QUILLAYUTE V	5	402	.00	.00	.00	62320.59	6.88	839.13
VANCOUVER	6	37	7.29	.00	7.29	409772.13	3.61	776.76
HOCKINSON	6	98	2.96	.00	2.96	26648.27	9.68	676.32
LACENTER	6	101	1.59	.00	1.59	6844.54	1.96	706.77
GREEN MOUNTA	6	103	.00	.00	.00	5561.30	15.44	815.23
YACOLT	6	104	.64	.00	.64	9678.28	7.98	625.22
WASHOUGAL	6	112	.00	.00	.00	134948.57	9.94	853.64
EVERGREEN	6	114	1.02	.00	1.02	180534.19	6.44	650.27
CAMAS	6	117	3.21	1.59	1.62	-.00	-.00	726.45
BATTLE GROUN	6	119	.00	.00	.00	132445.38	5.59	683.53
RIDGEFIELD	6	122	.00	.00	.00	51418.73	6.01	676.68
DAYTON	7	2	2.85	.02	2.83	-.00	-.00	750.93
STARBUCK	7	35	.96	.00	.96	3776.61	5.57	1610.67
ROSE VALLEY	8	82	.00	.00	.00	15585.10	13.35	622.52
CARROLLS	8	118	.00	.00	.00	7660.22	9.41	627.12
LONGVIEW	8	122	2.82	1.55	1.27	-.00	-.00	692.65
TOUTLE LAKE	8	130	8.06	4.16	3.90	.00	.00	1007.85
CASTLE ROCK	8	401	1.21	.00	1.21	54916.55	6.29	626.00
KALAMA	8	402	.00	.00	.00	36547.56	7.62	691.90
KELSO	8	403	1.72	.00	1.72	52734.16	1.74	617.69
WOODLAND	8	404	.58	.00	.58	60953.55	8.83	728.89
ORONDO	9	13	1.29	.00	1.29	6616.55	13.16	788.78
BRIDGEPORT	9	75	6.17	1.11	5.06	-.00	-.00	790.77
PALISADES	9	102	.00	.00	.00	-6614.85	-20.81	1461.07
EASTMONT	9	206	6.12	2.41	3.71	.02	.00	612.44
MANSFIELD	9	207	5.54	.00	5.54	-.00	-.00	1094.49
WATERVILLE	9	209	.71	.00	.71	6452.57	2.51	738.84
KELLER	10	3	.00	.00	.00	-7023.77	-15.40	1146.56
CURLEW	10	50	.00	.00	.00	-22212.22	-14.78	829.43
HAZELMERE	10	60	.00	.00	.00	-4043.37	-21.70	1961.27
ORIENT	10	65	.00	.00	.00	2610.37	3.82	904.02
INCHELIUM	10	70	.66	.00	.66	-.00	-.00	863.40

Table 4–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
REPUBLIC	10	309	1.25	.00	1.25	-.00	-.00	660.08
PASCO	11	1	6.06	2.72	3.34	-.00	-.00	757.96
NORTH FRANKL	11	51	.00	.00	.00	99438.22	7.47	1091.09
STAR	11	54	5.20	2.95	2.25	-.00	-.00	4630.75
KAHLOTUS	11	56	6.99	2.47	4.53	-.00	-.00	1557.39
POMEROY	12	110	.75	.00	.75	68217.78	11.24	819.49
GRAND COULEE	13	55	3.37	.00	3.37	567.35	.12	790.46
WAHLUKE	13	73	.00	.00	.00	3561.27	7.29	817.61
HARTLINE	13	128	2.54	.00	2.54	-.00	-.00	983.82
QUINCY	13	144	5.26	1.98	3.28	-.00	-.00	739.37
WARDEN	13	146	8.40	5.11	3.30	-.00	-.00	913.82
COULEE CITY	13	150	1.28	.00	1.28	-.00	-.00	1063.09
SOAP LAKE	13	156	5.69	1.56	4.13	-.00	-.00	731.79
OYAL	13	160	9.32	4.73	4.58	-.00	-.00	840.71
MOSES LAKE	13	161	3.84	.00	3.84	78362.34	2.06	702.96
EPHRATA	13	165	.00	.00	.00	70168.00	4.40	883.79
WILSON CREEK	13	167	3.67	.00	3.67	-.00	-.00	1212.21
ABERDEEN	14	5	11.04	6.30	4.74	-.00	-.00	720.00
HOQUIAM	14	28	1.88	.00	1.88	99445.28	5.21	653.48
NORTH BEACH	14	64	.75	.00	.75	132067.35	24.82	947.14
MC CLEARY	14	65	.00	.00	.00	20130.02	13.17	608.18
MONTESANO	14	66	.00	.00	.00	94096.52	11.66	662.07
ELMA	14	68	3.46	.00	3.46	8439.71	.90	651.06
TAHOLAH	14	77	.00	.00	.00	17611.05	15.41	1239.94
QUINAULT	14	97	3.69	.00	3.69	290.76	.10	766.24
COSMOPOLIS	14	99	1.30	.00	1.30	35010.77	16.08	801.42
SATSOP	14	104	.00	.00	.00	6247.54	20.85	536.90
WISHKAH VALL	14	117	.00	.00	.00	-5575.99	-2.53	956.87
OCOSTA	14	172	.00	.00	.00	61166.09	11.31	791.08
OAKVILLE	14	400	.00	.00	.00	5962.91	2.08	887.13
OAK HARBOR	15	201	.00	.00	.00	331028.13	11.53	740.51
COUPEVILLE	15	204	6.95	.63	6.32	-.00	-.00	850.65
SOUTH WHIDBE	15	206	.70	.00	.70	72830.13	12.90	692.87
CLEARWATER	16	20	.93	.00	.93	1985.77	2.59	1207.93
BRINNON	16	46	3.15	2.12	1.04	-.00	-.00	890.85
QUILCENE	16	48	12.51	11.85	.66	-.00	-.00	940.68
CHIMACUM	16	49	1.68	.97	.71	-.00	-.00	743.01
PORT TOWNSEN	16	50	2.91	2.80	.11	-.00	-.00	891.92
SEATTLE	17	1	6.58	.00	6.58	1596113.00	2.20	840.05
BLACK DIAMON	17	190	2.65	.00	2.65	6428.04	4.32	615.37
LESTER	17	195	5.19	.99	4.20	-.00	-.00	2810.76
FEDERAL WAY	17	210	11.09	.00	11.09	1141318.20	12.55	755.00
ENUMCLAW	17	216	5.93	.00	5.93	13882.13	.62	681.22
MERCER ISLAN	17	400	15.17	10.95	4.22	-.00	-.00	802.63
HIGHLINE	17	401	17.69	1.10	16.59	-.00	-.00	743.25
VASHON ISLAN	17	402	9.12	3.43	5.70	-.00	-.00	715.85
RENTON	17	403	7.89	1.51	6.38	-.00	-.00	898.31
SKYKOMISH	17	404	6.01	1.39	4.62	-.00	-.00	1207.65
BELLEVUE	17	405	15.92	2.97	12.95	-.00	-.00	800.91
SOUTH CENTRA	17	406	9.84	6.14	3.69	-.00	-.00	796.99
LOWER SNOQUA	17	407	6.88	1.80	5.08	-.00	-.00	704.10
AUBURN	17	408	5.35	1.25	4.10	-.00	-.00	724.92
TAHOMA	17	409	7.89	.78	7.10	-.00	-.00	697.96
SNOQUALMIE V	17	410	3.24	.00	3.24	45616.75	2.65	713.30
ISSAQUAH	17	411	8.36	.84	7.52	-.00	-.00	721.76
SHORELINE	17	412	21.96	5.64	16.32	-.00	-.00	808.97
LAKE WASHING	17	414	15.33	1.62	13.71	-.00	-.00	814.55
KENT	17	415	17.67	5.31	12.36	-.00	-.00	854.44
NORTHSHORE	17	417	11.15	2.81	8.33	-.00	-.00	802.31
BREMERTON	18	100	3.28	.00	3.28	216261.07	3.50	725.94
BAINBRIDGE	18	303	8.04	3.27	4.77	-.00	-.00	715.18

Table 4–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
NORTH KITSAP	18	400	3.32	.00	3.32	92849.50	4.89	730.12
CENTRAL KITS	18	401	.00	.00	.00	263534.47	10.80	716.44
SOUTH KITSAP	18	402	.00	.00	.00	290221.59	7.79	724.38
DAMMAN	19	7	1.71	.45	1.26	-.00	-.00	1515.02
EASTON	19	28	2.14	.00	2.14	-.00	-.00	1119.85
THORP	19	400	.66	.00	.66	-.00	-.00	849.71
ELLENSBURG	19	401	5.62	2.69	2.94	-.00	-.00	760.57
KITTITAS	19	403	4.51	4.69	-.17	-.00	-.00	838.22
CLE ELUM-ROS	19	404	4.67	1.16	3.51	-.00	-.00	713.73
WISHRAM	20	94	25.74	10.02	15.72	-.00	-.00	1110.84
BICKLETON	20	203	.00	.00	.00	-2689.10	-2.42	1037.58
CENTERVILLE	20	215	1.96	.00	1.96	3219.19	5.87	840.77
TROUT LAKE	20	400	.00	.00	.00	-16238.57	-9.17	958.45
GLENWOOD	20	401	4.69	.00	4.69	-.00	-.00	967.54
KLICKITAT	20	402	11.42	3.65	7.77	-.00	-.00	715.90
ROOSEVELT	20	403	1.47	.00	1.47	-.00	-.00	2056.97
GOLDENDALE	20	404	2.53	.62	1.91	-.00	-.00	699.96
WHITE SALMON	20	405	.00	.00	.00	70083.19	8.30	775.68
LYLE	20	406	12.39	6.03	6.36	-.00	-.00	992.32
NAPAVINE	21	14	.00	.68	-.68	-706.80	-.29	683.45
VADER	21	18	.00	.00	.00	5595.28	7.13	627.87
EVALINE	21	36	1.18	.00	1.18	2231.38	9.79	565.87
MOSSYROCK	21	206	2.98	.04	2.94	-.00	-.00	856.57
MORTON	21	214	.00	.00	.00	68296.11	13.43	835.19
ADNA	21	226	23.71	16.72	6.99	-.00	-.00	1000.94
WINLOCK	21	232	3.39	.73	2.66	-.00	-.00	671.51
BOISTFORT	21	234	3.67	.00	3.67	-.00	-.00	1014.80
TOLEDO	21	237	1.17	.00	1.17	16734.95	3.55	713.99
ONALASKA	21	300	3.12	.02	3.10	-.00	-.00	785.47
PE ELL	21	301	.98	.00	.98	36479.56	12.31	998.93
CHEHALIS	21	302	2.95	.32	2.62	-.00	-.00	810.77
WHITE PASS	21	303	.18	.00	.18	113456.25	15.80	825.53
CENTRALIA	21	401	5.87	1.51	4.35	-.00	-.00	717.37
EDWALL	22	5	3.34	1.44	1.90	-.00	-.00	1120.85
SPRAGUE	22	8	5.04	1.17	3.88	-.00	-.00	989.91
ALMIRA	22	17	.53	.00	.53	-.00	-.00	1026.38
CRESTON	22	73	6.20	.34	5.86	-.00	-.00	994.96
ODESSA	22	105	.94	.00	.94	28618.96	6.53	864.42
WILBUR	22	200	4.45	.68	3.77	-.00	-.00	833.08
HARRINGTON	22	204	3.11	.32	2.79	.00	.00	1030.55
DAVENPORT	22	207	2.16	.00	2.16	-.00	-.00	807.88
REARDAN	22	260	.00	.00	.00	11146.39	3.22	920.31
SOUTHSIDE	23	42	.00	.00	.00	16682.92	18.35	569.49
GRAPEVIEW	23	54	1.07	.00	1.07	3360.08	5.85	1016.38
HARSTINE	23	302	.00	.00	.00	4505.82	27.61	4527.53
SHELTON	23	309	.00	.00	.00	118719.53	5.83	689.31
MARY M KNIGH	23	311	.00	.00	.00	-760.92	-.48	942.60
KAMILCHE VAL	23	401	.00	.00	.00	8403.18	21.88	602.71
PIONEER	23	402	.09	.00	.09	23894.38	20.83	753.64
NORTH MASON	23	403	4.57	.63	3.94	-.00	-.00	727.16
HOOD CANAL	23	404	.00	.00	.00	48492.59	18.48	771.90
NESPELEM	24	14	16.89	.00	16.89	315.57	.19	951.24
OMAK	24	19	.00	.00	.00	41507.98	3.73	733.22
WINTHROP	24	103	.00	.00	.00	-112.45	-.06	754.32
OKANOGAN	24	105	.55	.00	.55	34447.11	5.14	782.93
BREWSTER	24	111	4.24	1.71	2.52	-.00	-.00	798.32
RIVERSIDE	24	118	.00	.00	.00	8697.06	14.79	753.13
PATEROS	24	122	2.40	.00	2.40	-.00	-.00	900.20
COULEE DAM	24	401	14.29	4.31	9.98	-.00	-.00	756.26
TWISP	24	403	.00	.00	.00	-3303.27	-1.09	658.59
TONASKET	24	404	.00	.00	.00	47499.92	7.52	715.16

Table 4–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
OROVILLE	24	410	1.56	.00	1.56	83648.48	12.62	791.07
OCEAN BEACH	25	101	.74	.00	.74	65293.65	10.68	769.74
RAYMOND	25	116	2.70	.00	2.70	15689.12	2.46	642.79
SOUTH BEND	25	118	1.40	.00	1.40	21866.53	4.92	681.71
NASELLE GRAY	25	155	.00	.00	.00	57833.63	12.11	1018.94
WILLAPA VALL	25	160	2.85	.07	2.79	-.00	-.00	778.41
NORTH RIVER	25	200	.00	.00	.00	-11413.29	-11.60	1059.69
NEWPORT	26	56	1.15	.42	.73	-.00	-.00	757.50
CUSICK	26	59	.00	.00	.00	-3394.12	-1.28	795.51
SELKIRK	26	70	1.68	.00	1.68	-.00	-.00	780.55
STEILACOOM	27	1	.00	.00	.00	79244.75	17.73	753.95
PUYALLUP	27	3	8.72	3.18	5.54	-.00	-.00	685.29
DU PONT	27	7	.00	.00	.00	80849.34	7.76	831.89
TACOMA	27	10	12.22	3.08	9.14	-.00	-.00	908.05
ANDERSON ISL	27	24	1.08	.00	1.08	2656.34	11.94	900.21
UNIVERSITY P	27	83	5.72	.00	5.72	23934.78	1.15	612.91
SUMNER	27	320	8.11	.03	8.08	-.00	-.00	694.63
DIERINGER	27	343	2.94	.00	2.94	10176.90	4.96	692.53
ORTING	27	344	10.43	1.00	9.43	-.00	-.00	612.66
CLOVER PARK	27	400	2.50	.00	2.50	538712.63	4.41	889.88
PENINSULA	27	401	8.99	2.93	6.07	-.00	-.00	769.29
FRANKLIN PIE	27	402	10.63	1.34	9.29	-.00	-.00	689.29
BETHEL	27	403	5.54	.00	5.54	171442.13	5.85	711.75
EATONVILLE	27	404	2.29	.00	2.29	18298.11	2.48	763.29
CARBONADO	27	406	3.56	.49	3.06	-.00	-.00	703.35
WHITE RIVER	27	416	7.81	.00	7.81	2633.09	.15	1206.61
FIFE	27	417	5.36	.00	5.36	16035.30	1.14	683.32
SHAW	28	10	.00	.00	.00	4312.40	22.82	8693.30
WALDRON	28	21	.00	.00	.00	1965.14	34.53	2552.06
ORCAS	28	137	5.21	.00	5.21	-.00	-.00	909.64
LOPEZ	28	144	.45	.00	.45	17977.70	18.81	1181.78
SAN JUAN	28	149	2.26	.00	2.26	10895.27	4.44	817.31
BURLINGTON E	29	100	4.67	.00	4.67	13716.62	.81	680.91
SEDRO WOOLLE	29	101	2.49	.00	2.49	103776.13	5.05	720.72
CONCRETE	29	102	1.61	.00	1.61	27651.04	6.62	842.37
ANACORTES	29	103	4.86	1.10	3.76	-.00	-.00	759.69
LA CONNER	29	311	.00	.00	.00	22175.20	7.25	759.43
CONWAY	29	317	.00	.00	.00	35329.71	15.66	746.09
MT VERNON	29	320	8.63	5.06	3.57	-.00	-.00	747.65
SKAMANIA	30	2	.00	.00	.00	11116.36	10.14	1633.29
STEVENSON	30	3	.62	.00	.62	54720.63	5.24	1257.22
MOUNT PLEASA	30	29	10.86	8.03	2.83	-.00	-.00	1322.49
MILL A	30	31	.00	.00	.00	11524.33	10.43	1557.30
CARSON	30	301	15.84	14.13	1.71	-.00	-.00	893.10
EVERETT	31	2	10.46	.88	9.58	-.00	-.00	786.94
LAKE STEVENS	31	4	6.26	.00	6.26	27194.33	1.81	663.87
MUKILTEO	31	6	4.87	1.76	3.11	-.00	-.00	739.86
EDMONDS	31	15	14.97	.00	14.97	918623.25	4.84	730.06
ARLINGTON	31	16	8.12	3.74	4.38	-.00	-.00	717.98
MARYSVILLE	31	25	5.00	.00	5.00	36830.81	1.23	663.99
SULTAN	31	30	7.41	2.20	5.21	-.00	-.00	672.34
INDEX	31	63	4.86	3.07	1.80	-.00	-.00	931.12
GOLD BAR	31	84	16.50	9.53	6.96	-.00	-.00	699.58
MONROE	31	103	11.72	6.94	4.78	-.00	-.00	729.82
CATHCART	31	109	.26	.00	.26	24587.17	12.24	600.53
SNOHOMISH	31	201	4.74	.00	4.74	5891.16	.22	654.06
LAKEWOOD	31	306	5.09	.00	5.09	1109.36	.37	651.31
DARRINGTON	31	330	.37	.00	.37	16211.89	4.06	668.47
GRANITE FALL	31	332	4.60	.00	4.60	-.00	-.00	631.39
STANWOOD	31	401	.00	.00	.00	85622.56	7.79	800.10
SPOKANE	32	81	9.30	.00	9.30	31825.25	.12	754.29

Table 4–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
ORCHARD PRAI	32	123	.00	.00	.00	5193.44	21.36	536.50
GREAT NORTHE	32	312	7.12	5.21	1.90	-.00	-.00	1611.87
NINE MILE FA	32	325	5.00	1.88	3.12	-.00	-.00	709.25
MEDICAL LAKE	32	326	.00	.00	.00	117485.03	7.02	868.11
MEAD	32	354	7.46	3.96	3.50	-.00	-.00	660.75
CENTRAL VALL	32	356	9.98	5.93	4.04	-.00	-.00	643.87
FREEMAN	32	358	5.97	3.44	2.53	-.00	-.00	860.79
CHENEY	32	360	.00	.00	.00	150449.53	8.45	766.47
EAST VALLEY	32	361	3.51	1.44	2.07	-.00	-.00	688.47
LIBERTY	32	362	2.34	.60	1.74	.00	.00	897.29
WEST VALLEY	32	363	6.14	3.33	2.82	-.00	-.00	684.02
DEER PARK	32	414	.00	.00	.00	48133.65	6.30	765.84
RIVERSIDE	32	416	2.82	.00	2.82	22614.88	4.16	665.60
MILL CREEK	33	18	2.17	.00	2.17	1506.12	9.11	901.11
BLUE CREEK	33	27	.00	.00	.00	1325.91	15.78	582.33
ONION CREEK	33	30	.59	.00	.59	1193.33	13.89	1011.00
CHEWELAH	33	36	.90	.00	.90	20659.66	4.41	695.79
WELLPINIT	33	49	.00	.00	.00	-9912.04	-7.35	888.83
MARCUS	33	50	6.63	.00	6.63	1355.20	2.30	704.05
VALLEY	33	70	2.19	.00	2.19	5034.71	6.48	810.79
COLVILLE	33	115	.00	.00	.00	86531.64	8.22	734.99
LOON LAKE	33	183	.00	.00	.00	6230.81	19.61	952.82
SUMMIT VALLE	33	202	.00	.00	.00	5592.72	30.16	731.40
EVERGREEN	33	205	.00	.00	.00	3935.33	26.76	799.02
COLUMBIA	33	206	.00	.00	.00	-915.04	-.51	921.86
MARY WALKER	33	207	.00	.00	.00	-3742.85	-1.66	874.16
NORTHPORT	33	211	.00	.00	.00	-3942.82	-2.02	742.05
KETTLE FALLS	33	212	.00	.00	.00	3850.74	.86	730.84
YELM	34	2	1.82	.00	1.82	70348.65	8.43	733.94
NORTH THURST	34	3	1.91	.00	1.91	246221.44	7.17	641.89
TUMWATER	34	33	.00	.00	.00	248795.63	17.20	714.88
OLYMPIA	34	111	5.32	.53	4.79	-.00	-.00	809.47
RAINIER	34	307	7.77	.00	7.77	-.00	-.00	890.09
GRIFFIN	34	324	.00	.00	.00	36048.02	21.06	736.08
LITTLEROCK	34	332	4.56	.00	4.56	25047.40	14.68	741.78
ROCHESTER	34	401	.00	.00	.00	59007.99	9.73	804.59
TENINO	34	402	1.55	.00	1.55	34783.36	6.78	707.99
WAHKIAKUM	35	200	2.67	.00	2.67	3463.68	.75	708.36
DIXIE	36	101	2.03	.77	1.26	-.00	-.00	1124.34
WALLA WALLA	36	140	6.48	5.12	1.36	-.00	-.00	751.43
COLLEGE PLAC	36	250	2.67	.00	2.67	17632.96	3.69	746.98
TOUCHET	36	300	.42	.00	.42	-.00	-.00	893.91
COLUMBIA	36	400	4.60	3.18	1.42	-.00	-.00	986.37
WAITSBURG	36	401	3.18	.47	2.71	-.00	-.00	958.59
PRESCOTT	36	402	1.20	.00	1.20	39644.72	12.62	1501.42
NEWHALEM	37	100	.00	.00	.00	-3824.67	-5.06	1051.97
DIABLO	37	105	3.16	.00	3.16	-.00	-.00	1273.58
BELLINGHAM	37	501	.68	.00	.68	392611.26	6.98	704.26
FERNDALE	37	502	.89	.00	.89	235904.34	14.20	772.60
BLAINE	37	503	5.61	.00	5.61	6520.04	.92	716.89
LYNDEN	37	504	3.26	.00	3.26	44236.71	5.07	705.15
MERIDIAN	37	505	.38	.00	.38	46505.68	7.84	637.26
NOOKSACK VAL	37	506	5.71	.53	5.19	-.00	-.00	687.86
MOUNT BAKER	37	507	2.07	.00	2.07	47205.25	5.25	796.69
FARMINGTON	38	180	9.01	7.34	1.68	-.00	-.00	2077.81
HOOPER	38	226	2.66	.60	2.06	-.00	-.00	1389.89
OAKESDALE	38	244	5.54	.00	5.54	-.00	-.00	1017.74
LA CROSSE	38	260	6.32	1.48	4.83	-.00	-.00	1060.45
LAMONT	38	264	.00	.00	.00	24662.25	30.33	2037.77
TEKOA	38	265	4.43	.00	4.43	-.00	-.00	828.78
PULLMAN	38	267	10.49	5.32	5.17	-.00	-.00	760.59

Table 4–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
COLFAX	38	300	4.29	.00	4.29	5582.88	.74	767.49
PALOUSE	38	301	6.44	.31	6.13	-.00	-.00	732.80
GARFIELD	38	302	8.39	2.73	5.65	-.00	-.00	984.43
STEPTOE	38	304	4.75	1.59	3.15	-.00	-.00	956.75
COLTON	38	306	7.96	2.02	5.94	-.00	-.00	1095.10
ENDICOTT	38	308	7.45	2.25	5.19	-.00	-.00	1329.35
HAY	38	310	1.82	.00	1.82	907.93	1.97	3040.87
ROSALIA	38	320	3.59	.00	3.59	-.00	-.00	972.73
ST JOHN	38	322	3.26	.00	3.26	31793.67	8.96	1050.89
UNION GAP	39	2	3.51	.00	3.51	12541.35	4.42	641.13
NACHES VALLE	39	3	.17	.00	.17	74469.61	9.01	703.06
YAKIMA	39	7	4.54	.00	4.54	1445735.80	17.07	790.88
DOROTHY	39	24	6.19	4.47	1.72	-.00	-.00	1862.51
MOXEE	39	90	1.25	.00	1.25	113061.60	12.43	669.01
SELAH	39	119	5.03	.51	4.51	-.00	-.00	676.88
MABTON	39	120	7.51	.00	7.51	-.00	-.00	733.63
GRANDVIEW	39	200	.10	.00	.10	114523.86	7.25	799.08
SUNNYSIDE	39	201	.82	.00	.82	167607.91	6.96	700.20
TOPPENISH	39	202	2.06	.00	2.06	176695.13	9.58	732.64
HIGHLAND	39	203	5.07	.88	4.19	-.00	-.00	697.62
GRANGER	39	204	.00	.00	.00	78784.13	9.95	773.11
ZILLAH	39	205	1.00	.00	1.00	24689.05	6.31	678.63
WAPATO	39	207	5.00	.00	5.00	97156.38	4.12	872.19
WEST VALLEY	39	208	4.63	.00	4.63	51069.52	2.78	675.77
MOUNT ADAMS	39	209	.00	.00	.00	60781.38	6.82	946.46
AVERAGE			6.92	1.13	5.79			

PERCENT REDUCTION IN SPECIAL LEVIES 83.65

NUMBER OF SCHOOL DISTRICTS THAT HAVE A SPECIAL LEVY BUT RECEIVED NO INCREASE IN FUNDS 0

Appendix B

COMPUTER OUTPUT OF SUMMARY TABLES OF A RECOMMENDED CASE

(Defining Guarantee Via Student-Teacher Ratio)

CASE 41 (CASE 32 PLUS REVISED SMALL SCHOOL DISTRICT WEIGHTING FACTOR)

Table 1

SUMMATION OF ALL STATE DISTRICTS

	BASE CASE	WHAT IF CASE
TOTAL BASE ENROLLMENT	771759.06	771759.06
WEIGHTED ENROLLMENT	996029.1	782951.9
LOCAL PROPERTY TAX	67446026.	67446026.
STATE APPORTIONMENT ACCOUNT 3010	255248380.	328322600.
STATE ASSESSED VALUE EQUALIZATION ACCT. 3011		0.
REVISED REMOTE AND NECESSARY ACCT.		1869865.
LARGE SCHOOL WEIGHTING FACTOR ACCT.		0.
STATE PROPERTY TAX ACCOUNT 3070	27787019.	27787019.
TRANSPORTATION-- ACCOUNT 3020	30700630.	30700634.
STATE REIMBURSEMENT	22313397.	30700634.
LOCAL FUNDS	8387233.	0.
DRIVERS EDUCATION ACCOUNT 3080	3949413.	3949413.
STATE REIMBURSEMENT	1727004.	1727004.
STUDENT FEES	899982.	899982.
LOCAL FUNDS	1322428.	1322428.

Table 2
SUMMARY OF FUNDING FORMULA
CASE 32 PLUS REVISED SMALL SCHOOL DISTRICT WEIGHTING FACTOR
STUDENT-TEACHER RATIO: 30.67

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF
WASHTUCNA	1	109	59604.	59604.	105213.	110673.	21830.	16370.	205245.	205245.
BENGE	1	122	12088.	12088.	10071.	10639.	5540.	4972.	27960.	27960.
OTHELLO	1	147	258736.	258736.	886925.	1058216.	144283.	0.	1520895.	1547904.
LIND	1	158	133198.	133198.	124521.	171909.	86335.	38947.	367937.	367937.
RITZVILLE	1	160	177615.	177615.	226588.	270813.	119335.	75110.	560284.	560284.
CLARKSTON	2	250	214348.	214348.	1420338.	1551424.	54832.	0.	1913644.	1989898.
ANATONE	2	310	24530.	24530.	55929.	49163.	0.	0.	106110.	99344.
ASOTIN	2	400	32219.	32219.	146825.	139865.	21839.	28798.	223135.	223135.
KENNEWICK	3	17	505937.	505937.	3439179.	3916664.	197937.	0.	4838112.	5117659.
PATERSON	3	50	17158.	17158.	11124.	13496.	3469.	1095.	31751.	31751.
KIONA BENTON	3	52	42817.	42817.	338190.	366952.	0.	0.	456623.	485385.
FINLEY	3	53	72913.	72913.	221172.	267115.	62080.	36937.	410057.	410057.
PROSSER	3	116	182967.	182967.	955120.	1148681.	4098.	0.	1300357.	1489821.
RICHLAND	3	400	483630.	483630.	3510715.	4370514.	516460.	0.	5758223.	6101562.
MONITOR	4	9	12904.	12904.	50918.	58206.	8974.	1684.	89270.	89270.
MANSON	4	19	42769.	42769.	174570.	190704.	55565.	39431.	321338.	321338.
STEHEKIN	4	69	1073.	1073.	5119.	5296.	178.	0.	6794.	6794.
MALAGA	4	115	6549.	6549.	18166.	22725.	0.	0.	24716.	29274.
CASHMERE	4	122	92629.	92629.	484907.	528027.	96499.	53379.	750348.	750348.
ENTIAT	4	127	31177.	31177.	159247.	163306.	38536.	14475.	253201.	253201.
LEAVENWORTH	4	128	57826.	57826.	311464.	310214.	0.	0.	467091.	465841.
CHELAN	4	129	117379.	117379.	397453.	454886.	62465.	5032.	653694.	653694.
PESHASTIN-DR	4	200	46764.	46764.	240653.	255729.	30385.	15309.	353009.	353009.
WENATCHEE	4	246	700004.	700004.	2350893.	2745823.	535914.	140894.	4026634.	4026634.
PORT ANGELES	5	21	570319.	570319.	1976101.	2555131.	2968.	0.	3033068.	3609730.
CRESCENT	5	313	27563.	27563.	131614.	107665.	0.	2298.	176586.	154934.
FAIRVIEW	5	321	10805.	10805.	34738.	52511.	0.	0.	60325.	78098.
SEQUIM	5	323	158119.	158119.	556040.	623549.	0.	0.	846441.	911949.
CAPE FLATTER	5	401	119344.	119344.	292804.	330916.	0.	0.	553068.	591181.
QUILLAYUTE V	5	402	247501.	247501.	519926.	652440.	0.	0.	905848.	1038362.
VANCOUVER	6	37	1834396.	1834396.	6407429.	7914463.	1802192.	295158.	11336603.	11336603.
HOCKINSON	6	98	25350.	25350.	211423.	252890.	14492.	0.	275334.	302309.
LACENTER	6	101	61960.	61960.	242851.	256163.	13311.	0.	349367.	349367.
GREEN MOUNTA	6	103	6915.	6915.	26059.	24943.	0.	0.	36016.	34900.
YACOLT	6	104	16095.	16095.	93711.	92820.	2300.	3192.	121342.	121342.
WASHOUGAL	6	112	372374.	372374.	785633.	910854.	0.	0.	1357503.	1482724.
EVERGREEN	6	114	323632.	323632.	2177448.	2357932.	38298.	0.	2804621.	2946808.
CAMAS	6	117	469542.	469542.	879765.	1073509.	223993.	30249.	1703401.	1703401.
BATTLE GROUN	6	119	398084.	398084.	1723929.	1877600.	0.	0.	2368939.	2522611.
RIDGEFIELD	6	122	143703.	143703.	657405.	671186.	0.	0.	855857.	869638.
DAYTON	7	2	167172.	167172.	356450.	406893.	64594.	14151.	704533.	704533.
STARBUCK	7	35	23167.	23167.	16128.	22007.	5879.	0.	67018.	67818.
ROSE VALLEY	8	82	12633.	12633.	88174.	93226.	0.	0.	116738.	121790.
CARROLLS	8	118	11538.	11538.	60898.	65314.	0.	0.	83493.	87909.
LONGVIEW	8	122	1506030.	1506030.	3258937.	3725438.	672252.	205750.	5963412.	5963412.
TOUTLE LAKE	8	130	109784.	109784.	185457.	214466.	139624.	110614.	460093.	460093.
CASTLE ROCK	8	401	108067.	108067.	691345.	750765.	16724.	0.	872638.	915334.
KALAMA	8	402	174772.	174772.	267035.	260068.	0.	0.	479642.	492675.
KELSO	8	403	384186.	384186.	2252902.	2531610.	84343.	0.	3032511.	3226876.
WOODLAND	8	404	231108.	231108.	377724.	441305.	20804.	0.	690372.	733148.
ORONDO	9	13	9393.	9393.	35545.	43837.	3044.	0.	50270.	55518.
BRIDGEPORT	9	75	35729.	35729.	207870.	218971.	23637.	12536.	303875.	303875.

Table 2–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF
PALISADES	9	102	7751.	7751.	23354.	13901.	0.	1300.	31769.	23636.
EASTMONT	9	206	231174.	231174.	1526924.	1695409.	155400.	0.	2001403.	2014488.
MANSFIELD	9	207	28655.	28655.	97153.	110654.	21987.	8486.	156250.	156250.
WATERVILLE	9	209	66317.	66317.	164568.	171413.	6845.	0.	256879.	256879.
KELLER	10	3	5112.	5112.	30439.	20474.	0.	703.	45617.	36355.
CURLEW	10	50	22880.	22880.	99731.	70923.	0.	0.	150269.	121481.
HAZELMERE	10	60	2533.	2533.	15039.	10996.	0.	0.	18635.	14592.
ORIENT	10	65	14232.	14232.	45323.	39635.	0.	0.	68410.	62723.
INCHELIUM	10	70	22226.	22226.	117180.	118672.	1492.	0.	171705.	171705.
REPUBLIC	10	309	53978.	53978.	191859.	201215.	6866.	0.	287729.	290219.
PASCO	11	1	595500.	595500.	2425144.	3016420.	505028.	0.	4066422.	4152670.
NORTH FRANKL	11	51	560328.	560328.	608503.	673286.	0.	0.	1331835.	1396617.
STAR	11	54	8448.	8448.	8832.	10826.	12032.	10036.	29313.	29313.
KAHLOTUS	11	56	46776.	46776.	56571.	70926.	48140.	33790.	162653.	162653.
POMEROY	12	110	169334.	169334.	328261.	392176.	19014.	0.	606754.	651657.
GRAND COULEE	13	55	51047.	51047.	305372.	311263.	16911.	11020.	478587.	478587.
WAHLUKE	13	73	4731.	4731.	39747.	40074.	0.	0.	48855.	49182.
HARTLINE	13	126	31608.	31608.	59902.	71726.	12396.	570.	113267.	113267.
QUINCY	13	144	199232.	199232.	818026.	881502.	143087.	79612.	1307045.	1307045.
WARDEN	13	146	104987.	104987.	292379.	317174.	102007.	77212.	556112.	556112.
COULEE CITY	13	150	65213.	65213.	129474.	135294.	5820.	0.	226310.	226310.
SOAP LAKE	13	156	36464.	36464.	226751.	239017.	26267.	14001.	333325.	333325.
OYAL	13	160	81513.	81513.	349260.	377647.	109958.	81571.	619386.	619386.
MOSES LAKE	13	161	446876.	446876.	2535496.	2791161.	228165.	0.	3797072.	3824572.
EPHRATA	13	165	485159.	485159.	895738.	1013219.	0.	0.	1593168.	1710649.
WILSON CREEK	13	167	37130.	37130.	86554.	101585.	17271.	2241.	159200.	159200.
ABERDEEN	14	5	555426.	555426.	2153555.	2770406.	668211.	51357.	3762808.	3762808.
HOQUIAM	14	28	417728.	417728.	1236391.	1475533.	92851.	0.	1908591.	2054882.
NORTH BEACH	14	64	215036.	215036.	215127.	315346.	23514.	0.	532089.	608796.
MC CLEARY	14	65	23115.	23115.	114968.	131615.	0.	0.	152808.	169716.
MONTESANO	14	66	152869.	152869.	573631.	633086.	0.	0.	807282.	866737.
ELMA	14	68	157251.	157251.	647588.	697283.	38828.	0.	940962.	951828.
TAHOLAH	14	77	16187.	16187.	33236.	40381.	0.	0.	114306.	121451.
QUINAULT	14	97	50502.	50502.	172515.	197296.	24783.	0.	290030.	290030.
COSMOPOLIS	14	99	87317.	87317.	78507.	130819.	27872.	0.	217796.	242236.
SATSOP	14	104	6229.	6229.	23356.	31596.	0.	0.	29961.	38201.
WISHKAH VALL	14	117	86945.	86945.	117395.	103852.	0.	0.	219962.	206419.
OCOSTA	14	172	185972.	185972.	300601.	348161.	0.	0.	540762.	588322.
OAKVILLE	14	400	45833.	45833.	161742.	152949.	0.	0.	286108.	277315.
OAK HARBOR	15	201	420679.	420679.	1752935.	2190837.	0.	0.	2871177.	3309079.
COUPEVILLE	15	204	101754.	101754.	221170.	267016.	79335.	33489.	495088.	495088.
SOUTH WHIDBE	15	206	169279.	169279.	342017.	409696.	14139.	0.	564614.	618154.
CLEARWATER	16	20	24534.	24534.	20590.	20549.	5915.	5956.	76663.	76663.
BRINNON	16	46	12608.	12608.	9711.	9201.	8733.	9243.	39295.	39295.
QUILCENE	16	48	52079.	52079.	94312.	100016.	45745.	40039.	258658.	258658.
CHIMACUM	16	49	93107.	93107.	201276.	208656.	15651.	8269.	429257.	429257.
PORT TOWNSEN	16	50	251642.	251642.	663493.	766010.	73642.	0.	1336386.	1365261.
SEATTLE	17	1	16917818.	16917818.	31426394.	45949112.	15087519.	564801.	72389968.	72389968.
BLACK DIAMON	17	190	21093.	21093.	114140.	135068.	7794.	0.	148639.	161773.
LESTER	17	195	26036.	26036.	10469.	20603.	25554.	15420.	62764.	62764.
FEDERAL WAY	17	210	1098519.	1098519.	5870921.	7097621.	1175339.	0.	9093524.	9144885.

Table 2–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF
ENUMCLAW	17	216	357160.	357160.	1440688.	1816805.	246814.	0.	2238915.	2368217.
MERCER ISLAN	17	400	630734.	630734.	2111015.	2759178.	1147531.	499368.	4199702.	4199702.
HIGHLINE	17	401	2767127.	2767127.	12235527.	15670439.	4924033.	1489071.	21867525.	21867525.
VASHON ISLAN	17	402	175382.	175382.	748575.	936402.	177671.	0.	1212772.	1222928.
RENTON	17	403	3383778.	3388778.	4876367.	7523307.	3939614.	1292673.	13376575.	13376575.
SKYKOMISH	17	404	37291.	37291.	63122.	82195.	32030.	12957.	145450.	145450.
BELLEVUE	17	405	2535779.	2535779.	9422564.	12991249.	4841991.	1273305.	18207086.	18207086.
SOUTH CENTRA	17	406	328787.	328767.	946217.	1318811.	444335.	71741.	1878699.	1878699.
LOWER SNOQUA	17	407	116452.	116452.	411870.	469016.	99739.	42592.	674660.	674660.
AUBURN	17	408	1229692.	1229692.	2968813.	3927931.	918335.	0.	5557902.	5598685.
TAHOMA	17	409	214915.	214915.	1127811.	1341769.	173763.	0.	1645968.	1686164.
SNOQUALMIE V	17	410	320593.	320593.	1146097.	1342020.	135513.	0.	1720426.	1780836.
ISSAQUAH	17	411	586165.	586165.	3272203.	3816604.	513205.	0.	4688457.	4719653.
SHORELINE	17	412	1564395.	1564305.	7191593.	9665554.	3645297.	1171336.	13577113.	13577113.
LAKE WASHING	17	414	1331490.	1331490.	5741366.	7182186.	2426559.	985740.	10407731.	10407731.
KENT	17	415	1363646.	1363646.	4967400.	6613406.	2939109.	1293101.	9955017.	9955017.
NORTHSHORE	17	417	1221288.	1221288.	4075644.	5241479.	994373.	0.	7018703.	7190166.
BREMERTON	18	100	814200.	814200.	3721927.	4624645.	313388.	0.	6170367.	6759698.
BAINBRIDGE	18	303	235281.	235281.	842277.	1042104.	250646.	50819.	1444353.	1444353.
NORTH KITSAP	18	400	284457.	284457.	1218273.	1500882.	119034.	0.	1898409.	2061983.
CENTRAL KITS	18	401	285676.	285676.	1660175.	1943572.	0.	0.	2440276.	2723673.
SOUTH KITSAP	18	402	429824.	429824.	2617608.	3047835.	0.	0.	3726409.	4156635.
DAMMAN	19	7	6679.	6679.	2618.	2618.	3215.	3215.	12620.	12620.
EASTON	19	28	44443.	44443.	54150.	63479.	14938.	5610.	121089.	121089.
THORP	19	400	30130.	30130.	94945.	91916.	2619.	5648.	142572.	142572.
ELLENSBURG	19	401	379381.	379381.	1269235.	1446962.	262002.	84275.	2309549.	2309549.
KITTITAS	19	403	68419.	68419.	223637.	221273.	40288.	42652.	363426.	363426.
CLE ELUM-ROS	19	404	107496.	107496.	392510.	421052.	63034.	34492.	629149.	629149.
WISHRAM	20	94	11275.	11275.	82265.	94584.	37273.	24954.	138111.	138111.
BICKLETON	20	203	35478.	35478.	67712.	65023.	0.	0.	111168.	108479.
CENTERVILLE	20	215	12286.	12286.	32473.	35174.	5959.	3258.	54802.	54802.
TROUT LAKE	20	400	15184.	15184.	143634.	114678.	0.	0.	177143.	148186.
GLENWOOD	20	401	20526.	20526.	81927.	96132.	14205.	0.	135861.	135881.
KLICKITAT	20	402	18533.	18533.	155602.	168261.	25040.	12381.	209843.	209843.
ROOSEVELT	20	403	9693.	9693.	20609.	23959.	3350.	0.	34516.	34516.
GOLDENDALE	20	404	120833.	120833.	418041.	450164.	38536.	6413.	657423.	657423.
WHITE SALMON	20	405	219470.	219470.	523488.	572563.	0.	0.	844431.	893506.
LYLE	20	406	30647.	30647.	188663.	203362.	49690.	34991.	305517.	305517.
NAPAVINE	21	14	30991.	30991.	173010.	172304.	0.	0.	244849.	244142.
VADER	21	18	10647	10647.	56226.	55396.	0.	0.	78495.	77665.
EVALINE	21	36	3591.	3591.	16170.	16446.	844.	0.	22786.	24220.
MOSSYROCK	21	206	129061.	129061.	178861.	218089.	57966.	18738.	470875.	470875.
MORTON	21	214	132487.	132487.	234143.	253924.	0.	0.	508548.	528329.
ADNA	21	226	29886.	29886.	152046.	166564.	94758.	80240.	310640.	310640.
WINLOCK	21	232	53772.	53772.	301900.	323599.	19032.	0.	465345.	468012.
BOISTFORT	21	234	34896.	34896.	63710.	73054.	20747.	11403.	141616.	141616.
TOLEDO	21	237	106301.	106301.	270691.	294773.	17992.	0.	471436.	477526.
UNALASKA	21	300	75526.	75526.	253214.	283460.	34567.	4321.	433234.	433234.
PE ELL	21	301	140784.	140784.	89598.	113369.	23771.	0.	296225.	296225.
CHEHALIS	21	302	227816.	227816.	1050371.	1181911.	86851.	0.	1776733.	1821422.
WHITE PASS	21	303	172136.	172136.	359278.	438029.	4582.	0.	718055.	792225.

Table 2–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
CENTRALIA	21	401	279613.	279613.	1562493.	1800040.	190526.	0.	2345527.	2392548.
EDWALL	22	5	22363.	22363.	23788.	25768.	19723.	17743.	71230.	71230.
SPRAGUE	22	8	55626.	55626.	96435.	112367.	41148.	25217.	204476.	204476.
ALMIRA	22	17	64729.	64729.	89392.	93253.	3861.	0.	167874.	167874.
CRESTON	22	73	32370.	32370.	100704.	111526.	30390.	19568.	177988.	177988.
ODESSA	22	105	167379.	167379.	227864.	250381.	15847.	0.	438463.	445133.
WILBUR	22	200	86421.	86421.	175617.	195110.	52675.	33182.	351759.	351759.
HARRINGTON	22	204	83379.	83379.	98836.	109122.	40906.	30619.	237614.	237614.
DAVENPORT	22	207	97024.	97024.	202559.	212980.	31423.	21002.	352582.	352582.
REARDAN	22	260	133604.	133604.	187896.	178915.	0.	5349.	346237.	342603.
SOUTHSIDE	23	42	15085.	15085.	68647.	82064.	0.	0.	90922.	104339.
GRAPEVIEW	23	54	26324.	26324.	20090.	20966.	7887.	7010.	57389.	57389.
HARSTINE	23	302	10878.	10878.	5438.	5438.	0.	0.	16321.	16321.
SHELTON	23	309	463648.	463648.	1438474.	1611609.	0.	0.	2036852.	2209987.
MARY M KNIGH	23	311	38222.	34222.	92752.	64489.	0.	0.	158920.	150657.
KAMILCHE VAL	23	401	8324.	8324.	25974.	31336.	0.	0.	38469.	43771.
PIONEER	23	402	42644.	42644.	55352.	76874.	1028.	0.	114738.	135231.
NORTH MASON	23	403	157615.	157615.	263751.	335864.	90452.	18338.	597724.	597724.
HOOD CANAL	23	404	74161.	74161.	138267.	189611.	0.	0.	262405.	313749.
NESPELEM	24	14	7382.	7382.	86499.	95267.	20604.	11836.	161966.	161966.
OMAK	24	19	144221.	144221.	686153.	725906.	0.	0.	1113562.	1153315.
WINTHROP	24	103	24997.	24997.	146963.	146500.	0.	351.	201508.	201395.
OKANOGAN	24	105	90223.	90223.	420037.	454839.	6496.	0.	670217.	698523.
BREWSTER	24	111	94770.	94770.	225556.	249156.	46605.	23005.	423205.	423205.
RIVERSIDE	24	118	7471.	7471.	41457.	44204.	0.	0.	58791.	61538.
PATEROS	24	122	56767.	56767.	146944.	158673.	11728.	0.	258656.	258656.
COULEE DAM	24	401	48069.	48069.	344773.	359648.	49034.	34159.	557987.	557987.
TWISP	24	403	43947.	43947.	217301.	205514.	0.	2724.	304001.	294937.
TONASKET	24	404	118323.	118323.	414608.	447303.	0.	0.	631507.	664202.
OROVILLE	24	410	106491.	106491.	430826.	483410.	22637.	0.	663003.	692950.
OCEAN BEACH	25	101	165393.	165393.	363190.	3[illegible]7406.	17597.	0.	611438.	628059.
RAYMOND	25	116	149734.	149734.	382765.	418744.	54411.	18432.	637248.	637248.
SOUTH BEND	25	118	81764.	81764.	281942.	295028.	13510.	424.	444074.	444074.
NASELLE GRAY	25	155	226757.	226757.	221728.	273[illegible]79.	0.	0.	477566.	529217.
WILLAPA VALL	25	160	114275.	114275.	200058.	221274.	48067.	26851.	397767.	397767.
NORTH RIVER	25	200	50970.	50970.	46778.	33953.	0.	0.	98414.	85589.
NEWPORT	26	56	84745.	84745.	310018.	316208.	12822.	6632.	516281.	516281.
CUSICK	26	59	35469.	35469.	169582.	161010.	0.	0.	264243.	255671.
SELKIRK	26	70	61359.	61359.	222309.	228844.	13188.	6653.	377677.	377677.
STEILACOOM	27	1	100730.	100730.	262306.	308121.	0.	0.	446895.	492710.
PUYALLUP	27	3	712519.	712519.	4457795.	5323127.	679728.	0.	6532526.	6718130.
DU PONT	27	7	44479.	44479.	615549.	674754.	0.	0.	1042474.	1101680.
TACOMA	27	10	3771163.	3771163.	17804785.	23403785.	5820849.	221850.	32017347.	32017347.
ANDERSON ISL	27	24	6907.	6907.	8395.	10224.	2429.	599.	22252.	22252.
UNIVERSITY P	27	83	262995.	262995.	1478136.	1855046.	172249.	0.	2081098.	2285759.
SUMNER	27	320	259155.	259155.	1603530.	1900216.	226500.	0.	2309120.	2379307.
DIERINGER	27	343	31752.	31752.	130869.	164652.	21090.	0.	205021.	217715.
ORTING	27	344	48256.	48256.	312103.	319966.	51670.	43787.	436106.	436106.
CLOVER PARK	27	400	1115841.	1115841.	7460871.	9022525.	318121.	0.	12204159.	13447691.
PENINSULA	27	401	279880.	279880.	1321349.	1646848.	313489.	0.	2057674.	2069684.
FRANKLIN PIE	27	402	483565.	483565.	3948031.	4832295.	492941.	0.	5556380.	5947704.

Table 2–Continued

SCHOOL DISTRICT	S.D. NO.	CO. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
BETHEL	27	403	292362.	292362.	2126310.	2456963.	172530.	0.	2931007.	3089129.
EATONVILLE	27	404	147239.	147239.	449982.	533765.	49445.	0.	737614.	771951.
CARBONADO	27	406	15337.	15337.	25309.	33814.	14081.	5576.	55178.	55178.
WHITE RIVER	27	416	148811.	148811.	1367045.	1544062.	141554.	0.	1742520.	1777983.
FIFE	27	417	150951.	150951.	991564.	1205304.	87101.	0.	1410125.	1536764.
SHAW	26	10	7721.	7721.	10704.	11501.	0.	0.	18899.	19696.
WALDRON	26	21	3726.	3726.	1965.	1965.	0.	0.	5691.	5691.
ORCAS	28	137	85046.	85046.	28115.	64148.	42204.	6171.	163617.	163617.
LOPEZ	28	144	62024.	62024.	25921.	27710.	3022.	1232.	95592.	95592.
SAN JUAN	28	149	140407.	140407.	57019.	67748.	30729.	0.	245602.	245602.
BURLINGTON E	29	100	257459.	257459.	1105216.	1371507.	144510.	0.	1694791.	1816572.
SEDRO WOOLLE	29	101	331319.	331319.	1382422.	1667347.	92141.	0.	2054740.	2247524.
CONCRETE	29	102	164111.	164111.	197553.	260476.	30440.	0.	417594.	450077.
ANACORTES	29	103	490921.	490921.	841655.	1113340.	338729.	67044.	1844323.	1844323.
LA CONNER	29	311	59446.	59446.	185438.	199749.	0.	0.	305654.	319966.
CONWAY	29	317	34367.	34367.	158765.	204600.	0.	0.	225637.	271471.
MT VERNON	29	320	371183.	371183.	1412654.	1704676.	383547.	91525.	2404944.	2404944.
SKAMANIA	30	2	20409.	20409.	28367.	30334.	0.	0.	109564.	111551.
STEVENSON	30	3	104665.	104665.	181644.	208831.	7594.	0.	1044352.	1063945.
MOUNT PLEASA	30	29	2386.	2386.	6581.	7196.	5596.	4979.	29545.	29545.
MILL A	30	31	6550.	6550.	10462.	19594.	0.	0.	110474.	119606.
CARSON	30	301	19161.	19161.	15960.	15960.	57557.	57557.	296215.	296215.
EVERETT	31	2	1924682.	1924682.	5417131.	7722456.	2118693.	0.	10689159.	10875792.
LAKE STEVENS	31	4	189225.	189225.	1056197.	1227720.	128131.	0.	1503467.	1546859.
MUKILTEO	31	6	440293.	440293.	1333587.	1833509.	541745.	41823.	2559042.	2559042.
EDMONDS	31	15	2265455.	2265455.	11562546.	14304656.	3335041.	592929.	18971710.	18971710.
ARLINGTON	31	16	234016.	234016.	970577.	1104895.	164364.	30046.	1526466.	1526466.
MARYSVILLE	31	25	427552.	427552.	2011813.	2382996.	253634.	0.	3000427.	3117776.
SULTAN	31	30	85319.	85319.	385857.	425360.	47756.	8253.	572837.	572837.
INDEX	31	63	5972.	5972.	2123.	3161.	6881.	5843.	15410.	15410.
GOLD BAR	31	84	10647.	10647.	39700.	49641.	28393.	18452.	82438.	82438.
MONROE	31	103	190811.	190811.	885396.	947365.	268948.	206959.	1466904.	1468964.
CATHCART	31	109	21777.	21777.	163875.	187466.	687.	0.	200874.	223777.
SNOHOMISH	31	201	387904.	387904.	1856808.	2190336.	168336.	0.	2620082.	2785177.
LAKEWOOD	31	306	36225.	36225.	208146.	237165.	32223.	3205.	296729.	296729.
DARRINGTON	31	330	55245.	55245.	282794.	304793.	2022.	0.	399652.	419630.
GRANITE FALL	31	332	68716.	68716.	290203.	303226.	35545.	22522.	430113.	430113.
STANWOOD	31	401	370120.	370120.	628789.	651954.	0.	0.	1099512.	1122677.
SPOKANE	32	81	3885543.	3885543.	15153797.	20091341.	4861093.	0.	26712809.	26789260.
ORCHARD PRAI	32	123	3891.	3891.	19696.	21846.	0.	0.	24314.	26466.
GREAT NORTHE	32	312	3961.	3961.	7314.	7236.	7380.	7458.	19165.	19165.
NINE MILE FA	32	325	10253.	10253.	47035.	59261.	11886.	0.	70528.	70868.
MEDICAL LAKE	32	326	77237.	77237.	1117817.	1201166.	0.	0.	1672982.	1756334.
MEAD	32	354	315876.	315876.	1633819.	1918487.	306274.	21606.	2418663.	2418663.
CENTRAL VALL	32	356	584720.	584720.	3671240.	4606516.	705499.	0.	5362825.	5592603.
FREEMAN	32	358	69780.	69780.	259825.	296265.	59406.	22966.	421306.	421306.
CHENEY	32	360	225555.	225555.	1195597.	1327289.	0.	0.	1780626.	1912319.
EAST VALLEY	32	361	278622.	278622.	884764.	1043467.	143963.	0.	1393119.	1407858.
LIBERTY	32	362	141389.	141389.	246383.	274545.	52965.	24802.	486546.	486546.
WEST VALLEY	32	363	328122.	328122.	1689070.	2043876.	259447.	0.	2562619.	2657979.

Table 2–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF
DEER PARK	32	414	194882.	194882.	512418.	546594.	0.	0.	763738.	797913.
RIVERSIDE	32	416	53351.	53351.	421354.	441694.	17500.	0.	543003.	545643.
MILL CREEK	33	18	2213.	2213.	12366.	13017.	1091.	440.	16525.	16525.
BLUE CREEK	33	27	1742.	1742.	6084.	7001.	0.	0.	8405.	9321.
ONION CREEK	33	30	5531.	5531.	2126.	2126.	887.	887.	8593.	8593.
CHEWELAH	33	36	88176.	88176.	328910.	313120.	8818.	24609.	468287.	468287.
WELLPINIT	33	49	11066.	11066.	97734.	87822.	0.	0.	134837.	124925.
MARCUS	33	50	9475.	9475.	37782.	40081.	7561.	5263.	58953.	58953.
VALLEY	33	70	25710.	25710.	38686.	35261.	8430.	11854.	77666.	77666.
COLVILLE	33	115	168612.	168612.	735554.	815190.	0.	0.	1052866.	1132502.
LOON LAKE	33	183	15519.	15519.	14035.	14280.	0.	0.	31777.	32022.
SUMMIT VALLE	33	202	3375.	3375.	13561.	15191.	0.	0.	18543.	20173.
EVERGREEN	33	205	3618.	3618.	9604.	12651.	0.	0.	14706.	17753.
COLUMBIA	33	206	24501.	24501.	133022.	132107.	0.	0.	179342.	178427.
MARY WALKER	33	207	37550.	37550.	152834.	143459.	0.	0.	225298.	215923.
NORTHPORT	33	211	41434.	41434.	132201.	116385.	0.	0.	195474.	179658.
KETTLE FALLS	33	212	61707.	61707.	316615.	305417.	0.	0.	448500.	437302.
YELM	34	2	185345.	185345.	540261.	610514.	32778.	0.	834309.	871784.
NORTH THURST	34	3	542572.	542572.	2454103.	3081229.	123301.	0.	3432402.	3936227.
TUMWATER	34	33	299808.	299808.	1004126.	1319055.	0.	0.	1446181.	1761108.
OLYMPIA	34	111	805012.	805012.	3350660.	4204132.	509589.	0.	5660124.	6004008.
RAINIER	34	307	26673.	26673.	136598.	157097.	21862.	1273.	211210.	211210.
GRIFFIN	34	324	34004.	34004.	122008.	146380.	0.	0.	171202.	195573.
LITTLEROCK	34	332	17695.	17695.	130433.	171648.	12215.	0.	170626.	199626.
ROCHESTER	34	401	82634.	82634.	453395.	489083.	0.	0.	606385.	642073.
TENINO	34	402	71691.	71691.	383294.	404208.	11484.	0.	513128.	522557.
WAHKIAKUM	35	200	86241.	86241.	304824.	337137.	30304.	0.	460042.	462051.
DIXIE	36	101	15100.	15100.	19395.	18872.	8134.	8657.	46210.	46210.
WALLA WALLA	36	140	815697.	815697.	2747360.	3141858.	699323.	304825.	4826754.	4826754.
COLLEGE PLAC	36	250	71717.	71717.	273831.	295657.	45336.	23510.	477565.	477565.
TOUCHET	36	300	71174.	71174.	93942.	92856.	4621.	5707.	196079.	196079.
COLUMBIA	36	400	129102.	129102.	158291.	188470.	88624.	58445.	426663.	426663.
WAITSBURG	36	401	144779.	144779.	181092.	201587.	39606.	19112.	405168.	405168.
PRESCOTT	36	402	156180.	156180.	97408.	115417.	28566.	10557.	314119.	314119.
NEWHALEM	37	100	2181.	2181.	34344.	39236.	0.	0.	75579.	80471.
DIABLO	37	105	2657.	2657.	23641.	24252.	612.	0.	52917.	52917.
BELLINGHAM	37	501	1018303.	1018303.	3733307.	4778829.	81487.	0.	5628720.	6592754.
FERNDALE	37	502	516758.	516758.	880241.	1178315.	70029.	0.	1661557.	1889602.
BLAINE	37	503	128302.	128302.	410322.	500659.	93563.	3226.	712481.	712481.
LYNDEN	37	504	173391.	173391.	536254.	658498.	71284.	0.	871948.	922908.
MERIDIAN	37	505	76685.	76685.	449587.	486093.	2762.	0.	593166.	626910.
NOOKSACK VAL	37	506	135358.	135358.	431877.	515424.	95936.	12389.	740683.	740683.
MOUNT BAKER	37	507	162893.	162893.	589395.	683655.	42140.	0.	899715.	951632.
FARMINGTON	38	180	6218.	6218.	9496.	9496.	14661.	14661.	30689.	30689.
HOOPER	38	226	13235.	13235.	13478.	15286.	7066.	5258.	35678.	35678.
OAKESDALE	38	244	62502.	62502.	102901.	151853.	48952.	0.	235779.	235779.
LA CROSSE	38	260	86792.	86792.	94829.	127498.	69703.	37034.	270998.	270998.
LAMONT	38	264	47614.	47614.	30319.	38922.	0.	0.	81322.	89926.
TEKOA	38	265	51038.	51038.	127420.	150593.	29063.	5890.	228925.	228925.

Table 2–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
			BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF	BASE	WHAT IF
PULLMAN	38	267	321604.	321604.	1170436.	1386503.	446209.	230142.	2126891.	2126891.
COLFAX	38	300	199923.	199923.	380968.	478785.	116833.	19016.	753468.	753468.
PALOUSE	38	301	48400.	48400.	159045.	172694.	41013.	27164.	270725.	270725.
GARFIELD	38	302	47995.	47995.	114638.	136376.	56192.	34453.	241794.	241794.
STEPTOE	38	304	13045.	13045.	24616.	30710.	15163.	9069.	59539.	59539.
COLTON	38	306	56743.	56743.	100901.	123835.	67526.	44591.	239586.	239586.
ENDICOTT	38	308	71703.	71703.	86028.	120270.	81877.	47635.	254344.	254344.
HAY	38	310	18203.	18203.	18733.	20314.	8863.	7282.	46013.	46013.
ROSALIA	38	320	89956.	89956.	133827.	166957.	39885.	4756.	292042.	292042.
ST JOHN	38	322	122760.	122760.	141808.	202261.	59903.	0.	354860.	355430.
UNION GAP	39	2	36148.	36148.	181636.	198630.	28857.	11862.	283838.	283838.
NACHES VALLE	39	3	112948.	112948.	593736.	671660.	2555.	0.	826903.	902272.
YAKIMA	39	7	1192828.	1192828.	5077466.	6339963.	739797.	0.	8471766.	8994465.
DOROTHY	39	24	6930.	6930.	3479.	3479.	11901.	11901.	22350.	22350.
MOXEE	39	90	118874.	118874.	667522.	734467.	19994.	0.	909557.	956507.
SELAH	39	119	139578.	139578.	933419.	1057244.	88462.	0.	1401260.	1436623.
MABTON	39	120	40920.	40920.	297758.	321906.	36098.	11951.	477843.	477843.
GRANDVIEW	39	200	175918.	175918.	1031227.	1146497.	2271.	0.	1579846.	1692846.
SUNNYSIDE	39	201	267308.	267308.	1682299.	1983132.	28520.	0.	2409332.	2681645.
TOPPENISH	39	202	187841.	187841.	1220871.	1538530.	49237.	0.	1844413.	2112835.
HIGHLAND	39	203	91326.	91326.	377122.	449497.	65078.	0.	608859.	616157.
GRANGER	39	204	67701.	67701.	519675.	579155.	0.	0.	791817.	851297.
ZILLAH	39	205	53562.	53562.	272369.	285139.	7407.	0.	391463.	396825.
WAPATO	39	207	177444.	177444.	1309693.	1593777.	110801.	0.	2358883.	2532166.
WEST VALLEY	39	208	202639.	202639.	1284864.	1451229.	122418.	0.	1835295.	1879243.
MOUNT ADAMS	39	209	66517.	66517.	465076.	502899.	0.	0.	890785.	928607.
TOTALS			94913236.	94913236.	332356330.	415687680.	81931173.	13580487.	581164360.	596145010.
DIFFERENCE				0.		83331356.		-68350686.		14980648.

PERCENT THAT INPUT FUNDS WENT INTO REDUCING SPECIAL LEVIES 82.023

Table 3

REQUIRED SPECIAL LEVY–BASED ON 50 PERCENT OF ASSESSED VALUE

CASE 32 PLUS REVISED SMALL SCHOOL DISTRICT WEIGHTING FACTOR
STUDENT-TEACHER RATIO: 30.67
THE MILLAGE IS BASED ON THE ASSESSED VALUE

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
WASHTUCNA	1	109	3.26	2.44	.82	-.00	-.00	943.44
BENGE	1	122	1.69	1.51	.17	.00	.00	1964.86
OTHELLO	1	147	4.38	.00	4.38	27008.97	1.78	741.21
LIND	1	158	4.13	1.86	2.27	-.00	-.00	1057.65
RITZVILLE	1	160	4.52	2.85	1.68	-.00	-.00	940.17
CLARKSTON	2	250	2.03	.00	2.03	76253.97	3.98	644.56
ANATONE	2	310	.00	.00	.00	-6765.66	-6.38	1295.91
ASOTIN	2	400	4.60	6.07	-1.47	-.00	-.00	832.19
KENNEWICK	3	17	3.09	.00	3.09	279547.69	5.78	688.09
PATERSON	3	50	1.22	.38	.83	-.00	-.00	2214.14
KIONA BENTON	3	52	.00	.00	.00	28761.92	6.30	697.38
FINLEY	3	53	7.35	3.28	4.08	-.00	-.00	796.58
PROSSER	3	116	.17	.00	.17	189464.36	14.57	750.98
RICHLAND	3	400	8.50	.00	8.50	343339.32	5.96	790.12
MONITOR	4	9	3.49	.66	2.84	-.00	-.00	638.65
MANSON	4	19	10.37	7.36	3.01	-.00	-.00	790.15
STEHEKIN	4	69	.70	.00	.70	-.00	-.00	1274.61
MALAGA	4	115	.00	.00	.00	4558.83	18.45	516.67
CASHMERE	4	122	9.61	5.31	4.29	-.00	-.00	713.30
ENTIAT	4	127	10.41	3.91	6.50	.00	.00	809.05
LEAVENWORTH	4	128	.00	.00	.00	-1250.11	-.27	672.85
CHELAN	4	129	4.37	.35	4.02	-.00	-.00	695.92
PESHASTIN-DR	4	200	5.66	2.85	2.81	-.00	-.00	679.74
WENATCHEE	4	246	5.86	1.54	4.32	-.00	-.00	691.09
PORT ANGELES	5	21	.05	.00	.05	576062.31	18.99	720.98
CRESCENT	5	313	.00	.69	-.69	-21652.06	-12.26	728.45
FAIRVIEW	5	321	.00	.00	.00	17773.00	29.46	1021.55
SEQUIM	5	323	.00	.00	.00	65508.63	7.74	732.27
CAPE FLATTER	5	401	.00	.00	.00	38113.45	6.89	990.07
QUILLAYUTE V	5	402	.00	.00	.00	132513.73	14.63	899.97
VANCOUVER	6	37	7.29	1.19	6.10	-.00	-.00	749.67
HOCKINSON	6	98	2.96	.00	2.96	26974.68	9.80	677.05
LACENTER	6	101	1.59	.00	1.59	-.00	-.00	693.19
GREEN MOUNTA	6	103	.00	.00	.00	-1115.67	-3.10	684.31
YACOLT	6	104	.64	.88	-.25	-.00	-.00	579.03
WASHOUGAL	6	112	.00	.00	.00	125220.89	9.22	848.08
EVERGREEN	6	114	1.02	.00	1.02	142186.34	5.07	641.91
CAMAS	6	117	3.21	.43	2.77	-.00	-.00	726.45
BATTLE GROUN	6	119	.00	.00	.00	153671.35	6.49	689.33
RIDGEFIELD	6	122	.00	.00	.00	13781.20	1.61	648.61
DAYTON	7	2	2.85	.62	2.23	-.00	-.00	750.93
STARBUCK	7	35	.96	.00	.96	-.00	-.00	1525.71
ROSE VALLEY	8	82	.00	.00	.00	5051.83	4.33	572.97
CARROLLS	8	118	.00	.00	.00	4415.65	5.29	603.48
LONGVIEW	8	122	2.82	.86	1.96	-.00	-.00	692.65
TOUTLE LAKE	8	130	8.06	6.39	1.68	.00	.00	1007.85
CASTLE ROCK	8	401	1.21	.00	1.21	42695.34	4.89	617.75
KALAMA	8	402	.00	.00	.00	13032.73	2.72	660.38
KELSO	8	403	1.72	.00	1.72	194364.94	6.41	646.05
WOODLAND	8	404	.58	.00	.58	42776.85	6.20	711.26
ORONDO	9	13	1.29	.00	1.29	5247.50	10.44	769.80
BRIDGEPORT	9	75	6.17	3.27	2.90	-.00	-.00	790.77
PALISADES	9	102	.00	.68	-.68	-8153.39	-25.65	1371.78
EASTMONT	9	206	6.12	.00	6.12	13085.08	.65	616.45
MANSFIELD	9	207	5.54	2.14	3.40	-.00	-.00	1094.49
WATERVILLE	9	209	.71	.00	.71	-.00	-.00	720.74
KELLER	10	3	.00	.73	-.73	-9262.35	-20.30	1060.05
CURLEW	10	50	.00	.00	.00	-28608.06	-19.17	778.18
HAZELMERE	10	60	.00	.00	.00	-4043.37	-21.70	1961.27
ORIENT	10	65	.00	.00	.00	-5687.14	-8.31	798.40
INCHELIUM	10	70	.66	.00	.66	-.00	-.00	863.40
REPUBLIC	10	309	1.25	.00	1.25	2469.98	.87	665.79
PASCO	11	1	6.06	.00	6.06	86248.59	2.12	774.04
NORTH FRANKL	11	51	.00	.00	.00	64782.45	4.86	1064.67
STAR	11	54	5.20	4.34	.86	-.00	-.00	4630.75
KAHLOTUS	11	56	6.99	4.91	2.08	-.00	-.00	1557.39
POMEROY	12	110	.75	.00	.75	44903.56	7.40	791.18
GRAND COULEE	13	55	3.37	2.20	1.17	-.00	-.00	789.53
WAHLUKE	13	73	.00	.00	.00	326.87	.67	767.16
HARTLINE	13	128	2.54	.12	2.42	-.00	-.00	983.82
QUINCY	13	144	5.26	2.93	2.33	-.00	-.00	739.37

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
WARDEN	13	146	8.40	6.36	2.04	-.00	-.00	913.82
COULEE CITY	13	150	1.28	.00	1.28	-.00	-.00	1063.09
SOAP LAKE	13	156	5.69	3.03	2.66	-.00	-.00	731.79
OYAL	13	160	9.32	6.91	2.40	-.00	-.00	840.71
MOSES LAKE	13	161	3.84	.00	3.84	27499.75	.72	693.74
EPHRATA	13	165	.00	.00	.00	117480.81	7.37	908.95
WILSON CREEK	13	167	3.67	.48	3.19	-.00	-.00	1212.21
ABERDEEN	14	5	11.04	.85	10.19	-.00	-.00	720.00
HOQUIAM	14	28	1.88	.00	1.88	146290.69	7.66	668.73
NORTH BEACH	14	64	.75	.00	.75	76706.90	14.42	868.19
MC CLEARY	14	65	.00	.00	.00	16847.54	11.02	596.65
MONTESANO	14	66	.00	.00	.00	59455.13	7.36	636.63
ELMA	14	68	3.46	.00	3.46	10666.39	1.15	652.73
TAHOLAH	14	77	.00	.00	.00	7145.15	6.25	1141.57
QUINAULT	14	97	3.69	.00	3.69	-.00	-.00	765.47
COSMOPOLIS	14	99	1.30	.00	1.30	24440.19	11.22	767.91
SATSOP	14	104	.00	.00	.00	8240.06	27.50	566.44
WISHKAH VALL	14	117	.00	.00	.00	-13542.82	-6.16	921.31
OCOSTA	14	172	.00	.00	.00	47559.21	8.79	773.20
OAKVILLE	14	400	.00	.00	.00	-8792.99	-3.07	842.31
OAK HARBOR	15	201	.00	.00	.00	437902.07	15.25	765.22
COUPEVILLE	15	204	6.95	2.94	4.02	-.00	-.00	850.65
SOUTH WHIDBE	15	206	.70	.00	.70	53540.34	9.46	671.91
CLEARWATER	16	20	.93	.94	-.01	-.00	-.00	1177.43
BRINNON	16	46	3.15	3.34	-.18	-.00	-.00	890.85
QUILCENE	16	48	12.51	10.95	1.56	-.00	-.00	940.68
CHIMACUM	16	49	1.68	.89	.79	-.00	-.00	743.01
PORT TOWNSEN	16	50	2.91	.00	2.91	28875.17	2.16	911.19
SEATTLE	17	1	6.58	.25	6.33	-.00	-.00	821.92
BLACK DIAMON	17	190	2.65	.00	2.65	13134.04	8.84	641.98
LESTER	17	195	5.19	3.13	2.06	-.00	-.00	2810.76
FEDERAL WAY	17	210	11.09	.00	11.09	51360.88	.56	674.60
ENUMCLAW	17	216	5.93	.00	5.93	129302.47	5.78	716.12
MERCER ISLAN	17	400	15.17	6.60	8.57	-.00	-.00	802.63
HIGHLINE	17	401	17.69	5.35	12.34	-.00	-.00	743.25
VASHON ISLAN	17	402	9.12	.00	9.12	10155.80	.84	721.84
RENTON	17	403	7.89	2.59	5.30	-.00	-.00	898.31
SKYKOMISH	17	404	6.01	2.43	3.58	-.00	-.00	1207.65
BELLEVUE	17	405	15.92	4.19	11.73	-.00	-.00	800.91
SOUTH CENTRA	17	406	9.84	1.59	8.25	-.00	-.00	796.99
LOWER SNOQUA	17	407	6.88	2.94	3.94	-.00	-.00	704.10
AUBURN	17	408	5.35	.00	5.35	40783.81	.73	730.24
TAHOMA	17	409	7.89	.00	7.89	40195.91	2.44	715.00
SNOQUALMIE V	17	410	3.24	.00	3.24	60409.92	3.51	719.27
ISSAQUAH	17	411	8.36	.00	8.36	31196.00	.67	726.57
SHORELINE	17	412	21.96	7.06	14.90	-.00	-.00	808.97
LAKE WASHING	17	414	15.33	6.23	9.10	-.00	-.00	814.55
KENT	17	415	17.67	7.78	9.90	-.00	-.00	854.44
NORTHSHORE	17	417	11.15	.00	11.15	171462.63	2.44	821.91
BREMERTON	18	100	3.28	.00	3.28	589330.94	9.55	768.34
BAINBRIDGE	18	303	8.04	1.63	6.41	-.00	-.00	715.18
NORTH KITSAP	18	400	3.32	.00	3.32	163574.22	8.62	756.05
CENTRAL KITS	18	401	.00	.00	.00	263396.75	11.61	721.71
SOUTH KITSAP	18	402	.00	.00	.00	430226.66	11.55	749.63
DAMMAN	19	7	1.71	1.71	.00	-.00	-.00	1515.02
EASTON	19	28	2.14	.80	1.34	-.00	-.00	1119.85
THORP	19	400	.66	1.43	-.77	-.00	-.00	849.71
ELLENSBURG	19	401	5.62	1.81	3.82	-.00	-.00	760.57
KITTITAS	19	403	4.51	4.78	-.26	-.00	-.00	838.22
CLE ELUM-ROS	19	404	4.67	2.56	2.12	-.00	-.00	713.73
WISHRAM	20	94	25.74	17.23	8.51	-.00	-.00	1110.84
BICKLETON	20	203	.00	.00	.00	-2689.10	-2.42	1037.58
CENTERVILLE	20	215	1.96	1.07	.89	-.00	-.00	794.12
TROUT LAKE	20	400	.00	.00	.00	-28956.12	-16.35	882.69
GLENWOOD	20	401	4.69	.00	4.69	-.00	-.00	967.54
KLICKITAT	20	402	11.42	5.64	5.77	-.00	-.00	715.90
ROOSEVELT	20	403	1.47	.00	1.47	-.00	-.00	2056.97
GOLDENDALE	20	404	2.53	.42	2.11	-.00	-.00	699.96
WHITE SALMON	20	405	.00	.00	.00	49075.27	5.81	757.86
LYLE	20	406	12.39	8.72	3.66	-.00	-.00	992.32
NAPAVINE	21	14	.00	.00	.00	-706.80	-.29	683.45

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE			TOTAL FUNDS INCREASE		COST PER STUDENT
			BASE	WHAT IF	CHANGE	DOLLARS	PERCENT	
VADER	21	18	.00	.00	.00	-829.86	-1.06	579.89
EVALINE	21	36	1.18	.00	1.18	1434.09	6.29	547.83
MOSSYROCK	21	206	2.98	.96	2.01	-.00	-.00	856.57
MORTON	21	214	.00	.00	.00	19781.41	3.89	764.95
ADNA	21	226	23.71	20.08	3.63	-.00	-.00	1000.94
WINLOCK	21	232	3.39	.00	3.39	2667.43	.57	675.36
BOISTFORT	21	234	3.67	2.02	1.66	-.00	-.00	1014.80
TOLEDO	21	237	1.17	.00	1.17	6089.32	1.29	698.42
ONALASKA	21	300	3.12	.39	2.73	-.00	-.00	785.47
PE ELL	21	301	.98	.00	.98	-.00	-.00	889.40
CHEHALIS	21	302	2.95	.00	2.95	44688.66	2.52	831.16
WHITE PASS	21	303	.18	.00	.18	74170.02	10.33	786.53
CENTRALIA	21	401	5.87	.00	5.87	47021.75	2.00	731.76
EDWALL	22	5	3.34	3.01	.34	-.00	-.00	1120.85
SPRAGUE	22	8	5.04	3.09	1.95	-.00	-.00	989.91
ALMIRA	22	17	.53	.00	.53	-.00	-.00	1026.38
CRESTON	22	73	6.20	3.99	2.21	-.00	-.00	994.96
ODESSA	22	105	.94	.00	.94	6070.16	1.52	823.80
WILBUR	22	200	4.45	2.80	1.65	-.00	-.00	833.08
HARRINGTON	22	204	3.11	2.33	.78	.00	.00	1030.55
DAVENPORT	22	207	2.16	1.44	.72	-.00	-.00	807.88
REARDAN	22	260	.00	.39	-.39	-3633.57	-1.05	882.25
SOUTHSIDE	23	42	.00	.00	.00	13417.33	14.76	552.21
GRAPEVIEW	23	54	1.07	.95	.12	-.00	-.00	960.16
HARSTINE	23	302	.00	.00	.00	-.00	-.00	3548.01
SHELTON	23	309	.00	.00	.00	173135.12	8.50	706.71
MARY M KNIGH	23	311	.00	.00	.00	-8263.10	-5.20	897.89
KAMILCHE VAL	23	401	.00	.00	.00	5562.30	13.96	563.55
PIONEER	23	402	.09	.00	.09	20493.84	17.86	735.15
NORTH MASON	23	403	4.57	.93	3.64	-.00	-.00	727.16
HOOD CANAL	23	404	.00	.00	.00	51343.34	19.57	778.98
NESPELEM	24	14	16.89	9.70	7.19	-.00	-.00	949.39
OMAK	24	19	.00	.00	.00	39753.19	3.57	732.11
WINTHROP	24	103	.00	.11	-.11	-112.45	-.06	754.32
OKANOGAN	24	105	.55	.00	.55	28506.34	4.22	776.10
BREWSTER	24	111	4.24	2.09	2.15	-.00	-.00	798.32
RIVERSIDE	24	118	.00	.00	.00	2746.34	4.67	686.73
PATEROS	24	122	2.40	.00	2.40	-.00	-.00	900.20
COULEE DAM	24	401	14.29	9.95	4.33	-.00	-.00	756.26
TWISP	24	403	.00	.49	-.49	-9063.53	-2.98	645.97
TONASKET	24	404	.00	.00	.00	32694.93	5.18	699.56
OROVILLE	24	410	1.56	.00	1.56	29946.52	4.52	734.17
OCEAN BEACH	25	101	.74	.00	.74	16621.31	2.72	714.38
RAYMOND	25	116	2.70	.91	1.79	-.00	-.00	627.35
SOUTH BEND	25	118	1.40	.04	1.35	-.00	-.00	649.72
NASELLE GRAY	25	155	.00	.00	.00	51650.86	10.82	1007.17
WILLAPA VALL	25	160	2.85	1.59	1.26	-.00	-.00	778.41
NORTH RIVER	25	200	.00	.00	.00	-12624.63	-13.03	1042.50
NEWPORT	26	56	1.15	.59	.55	-.00	-.00	757.50
CUSICK	26	59	.00	.00	.00	-8572.14	-3.24	779.72
SELKIRK	26	70	1.68	.85	.83	-.00	-.00	780.55
STEILACOOM	27	1	.00	.00	.00	45614.73	10.25	706.05
PUYALLUP	27	3	8.72	.00	8.72	185604.31	2.84	704.76
DU PONT	27	7	.00	.00	.00	59205.28	5.68	815.86
TACOMA	27	10	12.22	.47	11.76	-.00	-.00	908.05
ANDERSON ISL	27	24	1.08	.27	.82	-.00	-.00	804.21
UNIVERSITY P	27	83	5.72	.00	5.72	204661.19	9.83	665.53
SUMNER	27	320	8.11	.00	8.11	70186.75	3.04	715.74
DIERINGER	27	343	2.94	.00	2.94	12693.36	6.19	700.63
ORTING	27	344	10.43	8.84	1.59	-.00	-.00	612.66
CLOVER PARK	27	400	2.50	.00	2.50	1243532.20	10.19	939.10
PENINSULA	27	401	8.99	.00	8.99	12009.80	.58	773.78
FRANKLIN PIE	27	402	10.63	.00	10.63	391524.07	7.04	737.84
BETHEL	27	403	5.54	.00	5.54	158121.72	5.39	708.70
EATONVILLE	27	404	2.29	.00	2.29	34337.48	4.66	779.49
CARBONADO	27	406	3.56	1.41	2.15	-.00	-.00	703.35
WHITE RIVER	27	416	7.81	.00	7.81	35463.34	2.04	1229.31
FIFE	27	417	5.36	.00	5.36	126638.24	8.98	736.31
SHAW	28	10	.00	.00	.00	797.22	4.22	7376.76
WALDRON	28	21	.00	.00	.00	-.00	-.00	1897.01
ORCAS	28	137	5.21	.76	4.45	-.00	-.00	909.64

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE BASE	WHAT IF	CHANGE	TOTAL FUNDS INCREASE DOLLARS	PERCENT	COST PER STUDENT
LOPEZ	28	144	.45	.19	.27	-.00	-.00	994.71
SAN JUAN	28	149	2.26	.00	2.26	.00	.00	782.60
BURLINGTON E	29	100	4.67	.00	4.67	121780.77	7.19	723.97
SEDRO WOOLLE	29	101	2.49	.00	2.49	192783.44	9.38	750.44
CONCRETE	29	102	1.61	.00	1.61	32482.63	7.78	851.51
ANACORTES	29	103	4.86	.96	3.90	-.00	-.00	759.69
LA CONNER	29	311	.00	.00	.00	14311.67	4.68	741.21
CONWAY	29	317	.00	.00	.00	45634.47	20.31	776.12
MT VERNON	29	320	8.63	2.06	6.57	-.00	-.00	747.65
SKAMANIA	30	2	.00	.00	.00	1967.03	1.79	1509.49
STEVENSON	30	3	.62	.00	.62	19593.27	1.88	1217.04
MOUNT PLEASA	30	29	10.86	9.66	1.20	-.00	-.00	1322.49
MILL A	30	31	.00	.00	.00	7131.33	8.27	1526.75
CARSON	30	301	15.84	15.84	.00	-.00	-.00	893.10
EVERETT	31	2	10.46	.00	10.46	166633.38	1.75	800.68
LAKE STEVENS	31	4	6.26	.00	6.26	43392.45	2.89	670.90
MUKILTEO	31	6	4.87	.38	4.49	-.00	-.00	739.86
EDMONDS	31	15	14.97	2.66	12.31	-.00	-.00	696.34
ARLINGTON	31	16	8.12	1.48	6.64	-.00	-.00	717.98
MARYSVILLE	31	25	5.00	.00	5.00	117348.50	3.91	681.59
SULTAN	31	30	7.41	1.28	6.13	-.00	-.00	672.34
INDEX	31	63	4.86	4.13	.73	-.00	-.00	931.12
GOLD BAR	31	84	16.50	10.72	5.78	-.00	-.00	699.58
MONROE	31	103	11.72	9.02	2.70	-.00	-.00	729.82
CATHCART	31	109	.26	.00	.26	22903.18	11.40	596.04
SNOHOMISH	31	201	4.74	.00	4.74	165695.37	6.30	693.71
LAKEWOOD	31	306	5.09	.51	4.58	-.00	-.00	648.89
DARRINGTON	31	330	.37	.00	.37	19477.24	5.00	674.53
GRANITE FALL	31	332	4.60	2.91	1.68	-.00	-.00	631.39
STANWOOD	31	401	.00	.00	.00	23165.08	2.11	757.94
SPOKANE	32	81	9.30	.00	9.30	76451.00	.29	755.55
ORCHARD PRAI	32	123	.00	.00	.00	2152.37	8.85	481.21
GREAT NORTHE	32	312	7.12	7.19	-.08	-.00	-.00	1611.87
NINE MILE FA	32	325	5.00	.00	5.00	340.30	.48	712.67
MEDICAL LAKE	32	326	.00	.00	.00	83351.08	4.98	851.56
MEAD	32	354	7.46	.53	6.93	-.00	-.00	660.75
CENTRAL VALL	32	356	9.98	.00	9.98	229777.57	4.28	671.45
FREEMAN	32	358	5.97	2.31	3.66	-.00	-.00	860.79
CHENEY	32	360	.00	.00	.00	131692.75	7.40	759.02
EAST VALLEY	32	361	3.51	.00	3.51	14739.64	1.06	695.75
LIBERTY	32	362	2.34	1.10	1.25	.00	.00	897.29
WEST VALLEY	32	363	6.14	.00	6.14	95360.44	3.72	709.46
DEER PARK	32	414	.00	.00	.00	34175.39	4.47	752.67
RIVERSIDE	32	416	2.82	.00	2.82	2639.95	.52	642.33
MILL CREEK	33	18	2.17	.87	1.29	-.00	-.00	825.85
BLUE CREEK	33	27	.00	.00	.00	916.37	10.90	557.82
ONION CREEK	33	30	.59	.59	.00	-.00	-.00	887.73
CHEWELAH	33	36	.90	2.52	-1.62	-.00	-.00	666.39
WELLPINIT	33	49	.00	.00	.00	-9912.04	-7.35	888.83
MARCUS	33	50	6.63	4.62	2.02	-.00	-.00	688.22
VALLEY	33	70	2.19	3.09	-.89	-.00	-.00	761.43
COLVILLE	33	115	.00	.00	.00	79635.42	7.56	730.54
LOON LAKE	33	183	.00	.00	.00	244.90	.77	802.76
SUMMIT VALLE	33	202	.00	.00	.00	1629.85	8.79	611.31
EVERGREEN	33	205	.00	.00	.00	3647.16	20.72	760.95
COLUMBIA	33	206	.00	.00	.00	-915.04	-.51	921.86
MARY WALKER	33	207	.00	.00	.00	-9375.50	-4.16	851.93
NORTHPORT	33	211	.00	.00	.00	-15616.48	-8.09	696.05
KETTLE FALLS	33	212	.00	.00	.00	-11198.02	-2.50	706.52
YELM	34	2	1.82	.00	1.82	37475.36	4.49	707.27
NORTH THURST	34	3	1.91	.00	1.91	503625.06	14.68	686.84
TUMWATER	34	33	.00	.00	.00	314927.60	21.78	742.77
OLYMPIA	34	111	5.32	.00	5.32	343663.75	6.08	858.65
RAINIER	34	307	7.77	.45	7.32	-.00	-.00	890.09
GRIFFIN	34	324	.00	.00	.00	24371.59	14.24	694.61
LITTLEROCK	34	332	4.56	.00	4.56	29600.10	17.00	756.76
ROCHESTER	34	401	.00	00	.00	35668.18	3.89	776.39
TENINO	34	402	1.55	.00	1.55	9429.32	1.84	675.23
WAHKIAKUM	35	200	2.67	.00	2.67	2008.88	.44	706.13
DIXIE	36	101	2.03	2.16	-.13	-.00	-.00	1124.34

Table 3–Continued

SCHOOL DISTRICT	CO. NO.	S.D. NO.	SPECIAL LEVY MILLAGE BASE	WHAT IF	CHANGE	TOTAL FUNDS INCREASE DOLLARS	PERCENT	COST PER STUDENT
WALLA WALLA	36	140	6.48	2.82	3.66	-.00	-.00	751.43
COLLEGE PLAC	36	250	2.67	1.39	1.29	-.00	-.00	720.39
TOUCHET	36	300	.42	.52	-.10	-.00	-.00	893.91
COLUMBIA	36	400	4.60	3.03	1.57	-.00	-.00	986.37
WAITSBURG	36	401	3.18	1.54	1.65	-.00	-.00	958.59
PRESCOTT	36	402	1.20	.44	.75	-.00	-.00	1333.16
NEWHALEM	37	100	.00	.00	.00	4891.73	6.47	1179.75
DIABLO	37	105	3.16	.00	3.16	-.00	-.00	1273.58
BELLINGHAM	37	501	.68	.00	.68	964034.01	17.13	771.10
FERNDALE	37	502	.89	.00	.89	226045.10	13.72	769.40
BLAINE	37	503	5.61	.19	5.42	-.00	-.00	710.39
LYNDEN	37	504	3.26	.00	3.26	50960.13	5.84	710.32
MERIDIAN	37	505	.38	.00	.38	33744.30	5.69	624.55
NOOKSACK VAL	37	506	5.71	.74	4.98	-.00	-.00	687.86
MOUNT BAKER	37	507	2.07	.00	2.07	52117.31	5.79	800.82
FARMINGTON	38	180	9.01	9.01	.00	-.00	-.00	2077.81
HOOPER	38	226	2.66	1.98	.68	-.00	-.00	1389.89
OAKESDALE	38	244	5.54	.00	5.54	-.00	-.00	1017.74
LA CROSSE	38	260	6.32	3.36	2.96	-.00	-.00	1060.45
LAMONT	38	264	.00	.00	.00	8603.24	10.58	1729.01
TEKOA	38	265	4.43	.90	3.54	-.00	-.00	828.78
PULLMAN	38	267	10.49	5.41	5.08	-.00	-.00	760.59
COLFAX	38	300	4.29	.70	3.60	-.00	-.00	761.84
PALOUSE	38	301	6.44	4.26	2.17	-.00	-.00	732.80
GARFIELD	38	302	8.39	5.14	3.24	-.00	-.00	984.43
STEPTOE	38	304	4.75	2.84	1.91	-.00	-.00	956.75
COLTON	38	306	7.96	5.26	2.70	-.00	-.00	1095.10
ENDICOTT	38	308	7.45	4.33	3.11	-.00	-.00	1329.35
HAY	38	310	1.82	1.50	.33	-.00	-.00	2982.03
ROSALIA	38	320	3.59	.43	3.16	-.00	-.00	972.73
ST JOHN	38	322	3.26	.00	3.26	549.55	.15	965.97
UNION GAP	39	2	3.51	1.44	2.07	-.00	-.00	614.00
NACHES VALLE	39	3	.17	.00	.17	75369.27	9.11	703.76
YAKIMA	39	7	4.54	.00	4.54	522699.51	6.17	717.27
DOROTHY	39	24	6.19	6.19	.00	-.00	-.00	1862.51
MOXEE	39	90	1.25	.00	1.25	46950.20	5.16	625.76
SELAH	39	119	5.03	.00	5.03	35363.16	2.52	693.96
MABTON	39	120	7.51	2.49	5.03	-.00	-.00	733.63
GRANDVIEW	39	200	.10	.00	.10	112999.63	7.15	798.36
SUNNYSIDE	39	201	.82	.00	.82	272313.57	11.30	728.65
TOPPENISH	39	202	2.06	.00	2.06	268421.84	14.55	765.89
HIGHLAND	39	203	5.07	.00	5.07	7297.65	1.20	705.98
GRANGER	39	204	.00	.00	.00	59480.24	7.51	755.97
ZILLAH	39	205	1.00	.00	1.00	5362.87	1.37	647.12
WAPATO	39	207	5.00	.00	5.00	173282.63	7.35	899.22
WEST VALLEY	39	208	4.63	.00	4.63	43947.50	2.39	673.21
MOUNT ADAMS	39	209	.00	.00	.00	37622.82	4.25	923.62
AVERAGE			6.92	1.15	5.78			

PERCENT REDUCTION IN SPECIAL LEVIES 83.42

NUMBER OF SCHOOL DISTRICTS THAT HAVE A SPECIAL LEVY BUT RECEIVED NO INCREASE IN FUNDS 5

Table 4

SPECIAL LEVIES

CASE 32 PLUS REVISED SMALL SCHOOL DISTRICT WEIGHTING FACTOR

STUDENT-TEACHER RATIO: 30.67

MILLAGE	NUMBER OF DISTRICTS			PERCENTAGE OF DISTRICTS			PERCENT REDUCTION - BASE CASE				PERCENT ASSESD VALUE		
	BASE	WHAT IF	MORE FUNDS	BASE	WHAT IF	MORE FUNDS	AVG	S.D.	MIN	MAX	BASE	WHAT IF	MORE FUNDS
0.	85	189	57	25.8	57.3	17.3	.0	.0	-.0	-.0	7.3	41.9	6.4
.0- .5	11	20	9	3.3	6.1	2.7	85.1	38.0	-23.5	100.0	1.7	26.2	1.5
.5- 1.0	22	27	11	6.7	8.2	3.3	62.1	79.3	-179.1	100.0	4.1	5.3	3.5
1.0- 1.5	17	11	9	5.2	3.3	2.7	86.1	25.3	11.1	100.0	1.6	3.0	1.0
1.5- 2.0	14	10	8	4.2	3.0	2.4	69.3	39.2	-.0	100.0	2.2	2.3	1.9
2.0- 3.0	30	24	15	9.1	7.3	4.5	74.6	35.6	-40.6	100.0	6.5	9.1	3.2
3.0- 4.0	26	12	11	7.9	3.6	3.3	74.4	33.1	-5.8	100.0	4.8	.7	3.4
4.0- 5.0	26	8	6	7.9	2.4	2.4	66.2	37.4	-31.9	100.0	6.1	2.9	2.9
5.0- 6.0	25	6	10	7.6	1.8	3.0	78.4	26.1	16.6	100.0	6.2	2.9	4.0
6.0- 8.0	28	11	6	8.5	3.3	1.8	63.2	30.9	-1.1	100.0	29.7	5.2	1.8
8.0-11.0	25	9	12	7.6	2.7	3.6	65.7	35.7	-.0	100.0	11.7	.4	9.7
11.0-15.0	10	0	2	3.0	.0	.6	61.7	35.8	12.5	100.0	8.4	.0	1.6
15.0-24.0	10	3	0	3.0	.9	.0	47.6	24.4	-.0	73.7	9.8	.1	.0
OVER 24	1	0	0	.3	.0	.0	33.1	.0	33.1	33.1	.0	.0	.0
TOTAL	330	330	158	100.0	100.0	47.9	51.9	45.9	-179.1	100.0	100.0	100.0	41.0

ACCUMULATED VALUES OF THE ABOVE TABLE

MILLAGE LESS THAN	NUMBER OF DISTRICTS			PERCENTAGE OF DISTRICTS			PERCENT ASSESD VALUE		
	BASE	WHAT IF	MORE FUNDS	BASE	WHAT IF	MORE FUNDS	BASE	WHAT IF	MORE FUNDS
0.	85	189	57	.0	.0	-.0	7.3	41.9	6.4
.5	96	209	66	29.1	63.3	20.0	9.0	68.1	7.9
1.0	118	236	77	35.8	71.5	23.3	13.1	73.4	11.4
1.5	135	247	86	40.9	74.8	26.1	14.6	76.4	12.4
2.0	149	257	94	45.2	77.9	28.5	16.8	78.7	14.[illegible]
3.0	179	281	109	54.2	85.2	33.0	23.4	87.8	17.5
4.0	205	293	120	62.1	88.8	36.4	28.1	88.5	21.0
5.0	231	301	126	70.0	91.2	38.8	34.3	91.4	23.9
6.0	256	307	138	77.6	93.0	41.8	40.4	94.3	27.9
8.0	284	318	144	86.1	96.4	43.6	70.1	99.6	29.7
11.0	309	327	156	93.6	99.1	47.3	81.8	99.5	39.4
15.0	319	327	158	96.7	99.1	47.9	90.2	99.9	41.0
24.0	329	330	156	99.7	100.0	47.9	100.0	100.0	41.0
99.0	330	330	158	100.0	100.0	47.9	100.0	100.0	41.0

Table 5

SUMMARY TABLE OF DISTRICTS GROUPED BY ENROLLMENT SIZE

CASE 32 PLUS REVISED SMALL SCHOOL DISTRICT WEIGHTING FACTOR
STUDENT-TEACHER RATIO: 30.67

GRP	SIZE	NUMBER OF DISTRICTS	NUMBER OF STUDENTS	PERCENT REDUCTION LOCAL FUNDS	PERCENT REDUCTION STATE FUNDS	PERCENT REDUCTION SPECIAL LEVY	PERCENT REDUCTION TOTAL FUNDS	SPECIAL LEVY MILLAGE BASE	SPECIAL LEVY MILLAGE WHAT IF
1	20000-99999	6	230189	-.0	-35.7	89.3	-.0	9.5	1.0
2	10000-19999	9	125223	-.0	-30.3	73.6	-2.0	10.4	2.7
3	5000- 9999	21	146812	-.0	-22.4	88.6	-5.0	5.7	.7
4	2600- 4999	29	100540	-.0	-18.0	90.4	-5.5	4.3	.4
5	1600- 2599	25	54003	-.0	-18.8	83.3	-4.7	4.0	.7
6	1000- 1599	29	36346	-.0	-11.7	89.2	-4.7	1.6	.2
7	500- 999	59	42428	-.0	-10.9	62.8	-2.2	2.5	.9
8	200- 499	65	21332	-.0	-11.1	47.2	-1.1	3.4	1.8
9	0- 199	87	6886	-.0	-8.5	43.0	.1	2.6	1.5
—	TOTAL	330	771760	.0	-25.1	83.4	-2.6	6.9	1.1

PER PUPIL SUMMARY

GRP	LOCAL FUNDS BASE	LOCAL FUNDS WHAT IF	STATE FUNDS BASE	STATE FUNDS WHAT IF	SPECIAL LEVIES BASE	SPECIAL LEVIES WHAT IF	TOTAL FUNDS BASE	TOTAL FUNDS WHAT IF	SPECIAL LEVIES PERCENT OF TOTAL BASE	SPECIAL LEVIES PERCENT OF TOTAL WHAT IF
1	134.9	134.9	409.8	555.9	163.2	17.4	798.4	798.7	47.4	30.5
2	118.3	118.3	423.3	551.7	152.6	40.2	791.5	807.5	23.3	37.1
3	103.8	103.8	441.2	540.0	71.6	8.2	705.7	741.1	12.8	8.9
4	92.4	92.4	449.6	530.7	48.7	4.7	673.8	710.9	6.0	3.5
5	124.0	124.0	444.1	527.6	59.6	9.9	719.3	753.2	3.9	4.0
6	136.0	136.0	462.2	516.4	22.2	2.4	727.0	761.4	1.0	.6
7	149.1	149.1	425.1	471.5	47.7	17.7	737.0	753.5	2.5	5.5
8	181.0	181.0	446.4	495.9	85.3	45.0	812.2	821.5	2.2	7.1
9	231.9	231.9	497.9	540.3	99.8	56.9	968.5	968.0	.8	2.9
TOTAL	123.0	123.0	430.6	538.6	106.2	17.6	753.0	772.4	100.0	100.0

```
ST ERR  315.5      CONST    29.95      FLEVEL     113.5
INDEXES          6          0          0          0          0          0          0
COEF     .2844-01  .0000     .0000      .0000      .0000      .0000      .0000
ERROR    .2669-02  .0000     .0000      .0000      .0000      .0000      .0000

ST ERR  274.5      CONST    .4996      FLEVEL     106.2
INDEXES          3          6          0          0          0          0          0
COEF    -2.220     .2991     .0000      .0000      .0000      .0000      .0000
ERROR    .2154     .2636-01  .0000      .0000      .0000      .0000      .0000

ST ERR  269.6      CONST    6.244      FLEVEL     13.03
```

Table 6

REMOTE AND NECESSARY SCHOOLS

	ACCOUNT	SPECIAL LEVY	MILLAGE	WEIGHTING FACTOR
ALMIRA	30664.	0.	.00	1.3349
CRESTON	35547.	19568.	3.99	1.2700
WILBUR	19688.	33182.	2.80	.2830
HARRINGTON	29762.	30619.	2.33	.6890
DAVENPORT	15156.	21002.	1.44	.1860
MARY M KNIGH	9538.	0.	.00	.2738
WINTHROP	29415.	351.	.11	.6660
BREWSTER	14147.	23005.	2.09	.1680
PATEROS	18312.	0.	.00	.3454
TWISP	19203.	2724.	.49	.2710
WILLAPA VALL	13064.	26851.	1.59	.1500
NORTH RIVER	12151.	0.	.00	.7064
CUSICK	18143.	0.	.00	.3433
SELKIRK	15378.	6653.	.85	.1900
ORTING	13547.	43787.	8.84	.1580
ORCAS	35444.	6171.	.76	1.2520
SAN JUAN	23804.	0.	.00	.4987
GRANITE FALL	10926.	22522.	2.91	.1180
FREEMAN	15609.	22966.	2.31	.1940
LIBERTY	14598.	24802.	1.10	.1760
WELLPINIT	17573.	0.	.00	.8147
COLUMBIA	27639.	0.	.00	1.0546
MARY WALKER	5741.	0.	.00	.1274
NORTHPORT	6914.	0.	.00	.1735
RAINIER	32411.	1273.	.45	.8930
TOUCHET	36071.	5707.	.52	1.3540
COLUMBIA	20729.	58445.	3.03	.3100
WAITSBURG	16320.	19112.	1.54	.2080
DIABLO	1405.	0.	.00	.0616
OAKESDALE	26308.	0.	.00	.7391
LA CROSSE	26359.	37034.	3.36	5060
TEKOA	29362.	5890.	.90	.6640
PALOUSE	21537.	27164.	4.26	.3320
GARFIELD	31769.	34453.	5.14	.8380
COLTON	23664.	44591.	5.26	.4000
ENDICOTT	34420.	47635.	4.33	1.1100
ROSALIA	26433.	4756.	.43	.5090
MABTON	13911.	11951.	2.49	.1640
WASHTUCNA	32035.	16370.	2.44	.8618
LIND	24803.	38947.	1.86	.4410
RITZVILLE	8344.	75110.	2.85	.0840
ANATONE	16586.	0.	.00	1.0356
ASOTIN	31773.	28798.	6.07	.8380
FINLEY	19569.	36937.	3.28	.2800
MANSON	22640.	39431.	7.36	.3660
STEHEKIN	3540.	0.	.00	1.4589
ENTIAT	28204.	14475.	3.91	.5970
PESHASTIN-DR	15499.	15309.	2.85	.1920
LACENTER	17397.	0.	.00	.2485
STARBUCK	5306.	0.	.00	.1477
TOUTLE LAKE	20024.	110614.	6.39	.2910
BRIDGEPORT	24104.	12536.	3.27	.4150
MANSFIELD	37103.	8486.	2.14	1.5500
WATERVILLE	17636.	0.	.00	.3184
CURLEW	7414.	0.	.00	.2604
HAZELMERE	5697.	0.	.00	.8385
INCHELIUM	30144.	0.	.00	.8125
KAHLOTUS	35489.	33790.	4.91	2.0000
GRAND COULEE	10993.	11020.	2.20	.1190
HARTLINE	29228.	570.	.12	2.0000
WARDEN	16013.	77212.	6.36	.2020
COULEE CITY	22769.	0.	.00	.6349
SOAP LAKE	16081.	14001.	3.03	.2030
WILSON CREEK	38466.	2241.	.48	1.8970
QUINAULT	22426.	0.	.00	.3622
OAKVILLE	4657.	0.	.00	.0952
COUPEVILLE	18849.	33489.	2.94	.2620
QUILCENE	26690.	40039.	10.95	.5210
CHIMACUM	10710.	8269.	.89	.1150
LESTER	10134.	15420.	3.13	2.0000
SKYKOMISH	37420.	12957.	2.43	2.0000
EASTON	37131.	5610.	.80	1.5540
THORP	35839.	5648.	1.43	1.3160
KITTITAS	22141.	42652.	4.78	.3500
WISHRAM	37238.	24954.	17.23	1.5800
BICKLETON	32162.	0.	.00	1.3837
GLENWOOD	22446.	0.	.00	1.4016
KLICKITAT	29702.	12381.	5.64	.6850
ROOSEVELT	9351.	0.	.00	1.2845
LYLE	26693.	34991.	8.72	.5210
NAPAVINE	11990.	0.	.00	.2427
MOSSYROCK	15053.	16738.	.96	.1840
ADNA	28186.	80240.	20.08	.5960
BOISTFORT	32567.	11403.	2.02	2.0000
UNALASKA	16972.	4321.	.39	.2210
PE ELL	21734.	0.	.00	.3615
SPRAGUE	30255.	25217.	3.09	.7220

Appendix C

ADJUSTMENT VALUE PER PUPIL IN SMALL SCHOOL DISTRICTS

(Less than 500)

Table 1

ADJUSTMENT VALUE PER PUPIL IN SMALL SCHOOL DISTRICTS

(Sorted by Adjusted Value per Pupil)
Group 8

School District	County	Adjusted Value	Total Base Enroll-ment	Adjusted Value Per Pupil
Cathcart	Snohomish	$1538717	375	$4098
Klickitat	Klickitat	1246267	293	4252
Hockinson	Clark	2623758	447	5876
Soap Lake	Grant	2774387	455	6091
Bridgeport	Douglas	2377015	384	6186
Republic	Ferry	2824454	436	6480
Rose Valley	Cowlitz	1387665	213	6528
Winthrop	Okanogan	1798803	267	6737
Littlerock	Thurston	1800339	264	6825
Napavine	Lewis	2495945	357	6987
Quilcene	Jefferson	1970878	275	7168
Twisp	Okanogan	3278698	457	7181
Cusick	Pen Oreille	2388060	328	7283
Black Diamond	King	1844052	252	7318
Lyle	Klickitat	2278888	308	7402
Entiat	Chelan	2360665	313	7543
Carson	Skamania	2595606	332	7826
Rainier	Thurston	1890594	237	7967
Lakewood	Snohomish	3650202	457	7982
Manson	Chelan	3417649	407	8404
Adna	Lewis	2629320	310	8472
Selkirk	Pend Oreille	4335005	484	8959
Yacolt	Clark	1941555	210	9265
McCleary	Grays Harbor	2732802	284	9607
Crescent	Clallam	2071825	213	9741
Wishkah Valley	Grays Harbor	2220866	224	9912
Asotin	Asotin	2670962	268	9961
Pateros	Okanogan	2920857	287	10166
Oakville	Grays Harbor	3392940	329	10306
Northport	Stevens	2882136	258	11166
Mary Walker	Stevens	2859744	253	11283
Freeman	Spokane	5551515	489	11343
Kittitas	Kittitas	4959051	434	11438
LaConner	Skagit	4943764	432	11452
Quinault	Grays Harbor	4543795	379	11992
Palouse	Whitman	4448312	369	12041
Conway	Skagit	4466541	350	12770
Union Gap	Yakima	5944995	462	12860
Coulee City	Grant	2780654	213	13062
Dieringer	Pierce	4488455	311	14444
Tekoa	Whitman	4536793	276	16425
Waitsburg	Walla Walla	6974675	432	16501
Wilbur	Lincoln	6980635	422	16532
Waterville	Douglas	5994678	356	16820
Griffin	Thurston	5000262	282	17759

Table 1–Continued

School District	County	Adjusted Value	Total Base Enroll-Ment	Adjusted Value Per Pupil
Garfield	Whitman	$ 4679590	246	$ 19052
Washtucna	Adams	4204480	218	19326
Davenport	Lincoln	8577698	436	19654
Toutle Lake	Cowlitz	9172838	457	20093
Reardan	Lincoln	7961667	388	20502
Columbia	Walla Walla	9907675	433	22905
Hood Canal	Mason	9273151	403	23023
Sprague	Lincoln	4814574	207	23308
Rosalia	Whitman	7462091	300	24855
Touchet	Walla Walla	5668230	219	25841
Oakesdale	Whitman	6166916	232	26619
Colton	Whitman	5920600	219	27062
LaCrosse	Whitman	7703848	256	30146
Harrington	Lincoln	7759606	231	33654
San Juan	San Juan	10748290	314	34249
St John	Whitman	12778748	368	34730
Lind	Adams	13130749	348	37745
Cosmopolis	Grays Harbor	14433826	315	45756
Pe Ell	Lewis	15977043	333	47970
Prescott	Walla Walla	12364307	236	52476

Table 2

ADJUSTMENT VALUE PER PUPIL IN SMALL SCHOOL DISTRICTS

(Sorted by Adjusted Value per Pupil)
Group 9

School District	County	Adjusted Value	Total Base Enroll-ment	Adjusted Value Per Pupil
Newhalem	Whatcom	$ 1908	68	$ 28
Diablo	Whatcom	127191	42	3061
Nespelem	Okanogan	712512	171	4177
Wellpinit	Stevens	658217	141	4683
Inchelium	Ferry	1156058	199	5813
Wishram	Klickitat	822738	124	6617
Southside	Mason	1344491	189	7116
Trout Lake	Klickitat	1197836	168	7135
Curlew	Ferry	1189753	156	7621
Marcus	Stevens	675153	86	7882
Gold Bar	Snohomish	991419	118	8413
Columbia	Stevens	1660221	194	8578
Orchard Prairie	Spokane	482746	55	8777
Carrolls	Cowlitz	1336776	146	9177
Vader	Lewis	1237022	134	9236
Kamilche Valley	Mason	748766	78	9640
Riverside	Okanogan	919547	90	10262
Evaline	Lewis	472333	44	10684
Wahluke	Grant	707983	64	11043
Monitor	Chelan	1639274	140	11728
Satsop	Grays Harbor	800508	67	11870
Glenwood	Klickitat	1719250	140	12242
Mill A	Skamania	963036	78	12293
Blue Creek	Stevens	210576	17	12602
Orient	Ferry	998278	79	12707
Summit Valley	Stevens	421418	33	12770
Thorp	Kittitas	2192999	168	13070
Nine Mile Fa	Spokane	1336070	99	13436
Mary M Knight	Mason	2391243	168	14251
Keller	Ferry	497561	34	14782
Mill Creek	Stevens	297949	20	14890
Mount Pleasant	Skamania	351258	22	15723
Creston	Lincoln	2889440	179	16152
Mansfield	Douglas	2469473	143	17298
Fairview	Clallam	1392113	76	18209
Green Mountain	Clark	942465	51	18480
Evergreen	Stevens	474021	23	20318
Orondo	Douglas	1470138	72	20385
Malaga	Chelan	1212226	57	21395
Wilson Creek	Grant	2823981	131	21503
Valley	Stevens	2275940	102	22313
Taholah	Grays Harbor	2381279	106	22383
Centerville	Klickitat	1731579	69	25092
Hartline	Grant	2933590	115	25481
Almira	Lincoln	4289978	164	26229

Table 2–Continued

School District	County	Adjusted Value	Total Base Enroll-ment	Adjusted Value Per Pupil
Boistfort	Lewis	$3714072	140	$ 26615
Skykomish	King	3350117	120	27816
Anatone	Asotin	2173881	77	28357
Bickleton	Klickitat	3002624	105	28720
Skamania	Skamania	2266689	74	30672
Stehekin	Chelan	163661	5	30706
Carbonado	Pierce	2473309	78	31527
Brinnon	Jefferson	1492178	44	33828
Orcas	San Juan	6406525	180	35618
Steptoe	Whitman	2230853	62	35849
Easton	Kittitas	3877179	108	35857
North River	Pacific	3073920	82	37441
Kahlotus	Franklin	4002287	104	38321
Pioneer	Mason	7294434	184	39654
Endicott	Whitman	7678996	191	40135
Hazelmere	Ferry	304031	7	40864
Great Northern	Spokane	578566	12	48660
Index	Snohomish	815386	17	49268
Dixie	Walla Walla	2060981	41	50146
Anderson Island	Pierce	1400251	28	50605
Clearwater	Jefferson	3415294	65	52454
Edwall	Lincoln	3479677	64	54755
Lopez	San Juan	5265774	96	54795
Loon Lake	Stevens	2364420	40	59274
Palisades	Douglas	1191470	17	69151
Hooper	Whitman	1816586	26	70767
Farmington	Whitman	1135809	15	76900
Roosevelt	Klickitat	1292635	17	77034
Lamont	Whitman	4034157	52	77565
Grapeview	Mason	4880163	60	81649
Starbuck	Columbia	3908603	44	87933
Onion Creek	Stevens	888364	10	91773
Dorothy	Yakima	1389847	12	115821
Damman	Kittitas	1046698	8	125654
Paterson	Benton	1806918	14	126005
Lester	King	3093555	22	138538
Benge	Adams	2061388	14	144862
Star	Franklin	1344859	6	212458
Waldron	San Juan	645412	3	215137
Hay	Whitman	3396800	15	220143
Harstine	Mason	2283822	5	496483
Shaw	San Juan	1827943	3	684623

Appendix D

PER-PUPIL COSTS WITHIN EACH SCHOOL DISTRICT SIZE GROUP

(Sorted by Cost per Pupil)

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PER-PUPIL COSTS WITHIN SIZE GROUPS
(Sorted by Cost per Pupil)

Size Group 1: 20,000-88,000

School District	County	Cost	Students	Cost per Student
Edmonds	Snohomish	$18971710	27245	$696.34
Highline	King	21867525	29422	743.25
Spokane	Spokane	26712809	35456	753.40
Bellevue	King	18207086	22733	800.91
Seattle	King	72389968	88074	821.92
Tacoma	Pierce	32017347	35259	908.05

Size Group 2: 10,000-20,000

School District	County	Cost	Students	Cost per Student
Federal Way	King	$ 9093524	13556	$670.81
Yakima	Yakima	8471766	12540	675.59
Vancouver	Clark	11336603	15122	749.67
Everett	Snohomish	10689159	13583	786.94
Shoreline	King	13577113	16783	808.97
Lake Washington	King	10407731	12777	814.55
Clover Park	Pierce	12204159	14320	852.26
Kent	King	9955017	11651	854.44
Renton	King	13376575	14891	898.31

Size Group 3: 5,000-10,000

School District	County	Cost	Students	Cost per Student
North Thurston	Thurston	$3432402	5731	$598.92
Port Angeles	Clallam	3033668	5007	605.93
South Kitsap	Kitsap	3365434	5545	606.94
Central Valley	Spokane	5362825	8329	643.87
Kennewick	Benton	4838112	7437	650.51
Bellingham	Whatcom	5628720	8550	658.34
Puyallup	Pierce	6532526	9533	685.29
Moses Lake	Grant	3797072	5513	688.75
Franklin Pierce	Pierce	5556380	8061	689.29
Wenatchee	Chelan	4026634	5827	691.09
Longview	Cowlitz	5963412	8610	692.65
Bremerton	Kitsap	6170367	8798	701.36
Aberdeen	Grays Harbor	3762808	5226	720.00
Issaquah	King	4688457	6496	721.76
Auburn	King	5557902	7667	724.92
Richland	Benton	5758223	7722	745.66
Walla Walla	Walla Walla	4826754	6423	751.43
Pasco	Franklin	4066422	5365	757.96
Mercer Island	King	4199702	5232	802.63
Northshore	King	7018703	8748	802.31
Olympia	Thurston	5660124	6992	809.47

PER-PUPIL COSTS–CONTINUED

Size Group 4: 2,600-5,000

School District	County	Cost	Students	Cost per Student
University Place	Pierce	$2081098	3435	$605.94
Kelso	Cowlitz	3032511	4995	607.13
Evergreen	Clark	2804621	4591	610.94
Eastmont	Douglas	2001403	3268	612.44
Clarkston	Asotin	1913644	3087	619.86
Hoquiam	Grays Harbor	1908591	3073	621.12
Shelton	Mason	1977851	3127	632.48
Central Kitsap	Kitsap	2395251	3774	634.68
Oak Harbor	Island	2753408	4324	636.72
Battle Ground	Clark	2349495	3660	642.02
Snohomish	Snohomish	2620082	4015	652.59
Sunnyside	Yakima	2409332	3680	654.66
Marysville	Snohomish	3000427	4574	655.94
West Valley	Yakima	1835295	2791	657.47
Mead	Spokane	2418663	3660	660.75
Toppenish	Yakima	1844413	2759	668.59
Bethel	Pierce	2931007	4359	672.42
Enumclaw	King	2238915	3307	677.02
West Valley	Spokane	2562619	3746	684.02
Sedro Woolley	Skagit	2054740	2995	686.07
Sumner	Pierce	2309120	3324	694.63
North Kitsap	Kitsap	1898409	2727	696.07
Centralia	Lewis	2345527	3270	717.37
Mukilteo	Snohomish	2559042	3459	739.86
Mt. Vernon	Skagit	2404944	3217	747.65
Pullman	Whitman	2126891	2796	760.59
Ellensburg	Kittitas	2309549	3037	760.57
Peninsula	Pierce	2057674	2675	769.29
Wapato	Yakima	2358883	2816	837.69

Size Group 5: 1,600-2,600

School District	County	Cost	Students	Cost per Student
Tumwater	Thurston	$1415277	2371	$596.91
Cheney	Spokane	1621953	2519	643.77
Lake Stevens	Snohomish	1503467	2306	652.08
Prosser	Benton	1300357	1984	655.47
Washougal	Clark	1162271	1748	664.79
Medical Lake	Spokane	1379087	2062	668.65
Fife	Pierce	1410125	2087	675.64
Burlington Edison	Skagit	1694791	2509	675.44
Selah	Yakima	1401260	2070	676.88
Ferndale	Whatcom	1661557	2456	676.54
East Valley	Spokane	1393119	2024	688.47
Snoqualmie Valley	King	1720426	2476	694.87
Tahoma	King	1645968	2358	697.96
Vashon Island	King	1212772	1694	715.85
Bainbridge	Kitsap	1444353	2020	715.18

PER-PUPIL COSTS–CONTINUED

Size Group 5: 1,600-2,600–Continued

School District	County	Cost	Students	Cost per Student
Arlington	Snohomish	$1526466	2126	$717.98
Camas	Clark	1703401	2345	726.45
Othello	Adams	1520895	2088	728.28
Monroe	Snohomish	1468964	2013	729.82
Quincy	Grant	1307045	1768	739.37
Grandview	Yakima	1579846	2120	745.07
Anacortes	Skagit	1844323	2428	759.69
Ephrata	Grant	1430401	1882	760.03
South Central	King	1878699	2357	796.99
Chehalis	Lewis	1776733	2191	810.77

Size Group 6: 1,000-1,600

School District	County	Cost	Students	Cost per Student
du Pont	Pierce	$ 714582	1350	$529.19
Montesano	Grays Harbor	752872	1361	552.99
Castle Rock	Cowlitz	872638	1482	588.94
Meridian	Whatcom	593166	1004	590.93
Moxee	Yakima	909557	1529	595.05
Ridgefield	Clark	830923	1341	619.74
Raymond	Pacific	637248	1016	627.35
Deer Park	Spokane	677535	1060	639.12
Stanwood	Snohomish	946624	1481	639.08
Colville	Stevens	994689	1550	641.64
Naches Valley	Yakima	826903	1282	644.97
Elma	Grays Harbor	940962	1458	645.28
Sequim	Clallam	812881	1245	652.72
Omak	Okanogan	1049763	1575	666.37
Woodland	Cowlitz	690372	1031	669.76
White Salmon	Klickitat	791998	1179	671.77
Lynden	Whatcom	871948	1299	671.10
Yelm	Thurston	834309	1233	676.87
Quillayute Valley	Clallam	789001	1154	683.84
Nooksack Valley	Whatcom	740683	1077	687.86
Granger	Yakima	784916	1126	697.02
Blaine	Whatcom	712481	1003	710.39
White Pass	Lewis	718055	1007	712.89
Cashmere	Chelan	750348	1052	713.30
Mount Baker	Whatcom	899715	1189	756.97
Mount Adams	Yakima	773031	1005	768.88
North Franklin	Franklin	1093520	1312	833.62
Port Townsend	Jefferson	1336386	1498	891.92
White River	Pierce	1742520	1446	1204.79

PER-PUPIL COSTS–CONTINUED

Size Group 7: 500-1,000

School District	County	Cost	Students	Cost per Student
Steilacoom	Pierce	$401648	698	$575.56
Orting	Pierce	436106	712	612.66
South Whidbey	Island	564614	920	613.71
Granite Falls	Snohomish	430113	681	631.39
Zillah	Yakima	391463	613	638.37
Riverside	Spokane	543003	850	638.99
Kiona Benton	Benton	445541	696	640.14
Kalam	Cowlitz	477822	746	640.47
Darrington	Snohomish	399652	622	642.41
Tonasket	Okanogan	611010	949	643.54
South Bend	Pacific	444074	683	649.72
Costa	Grays Harbor	496420	761	652.42
Leavenworth	Chelan	458315	692	661.98
Tenino	Thurston	513128	774	663.04
Rochester	Thurston	549781	827	664.79
Chewelah	Stevens	468287	703	666.39
Winlock	Lewis	465345	693	671.51
Kettle Falls	Stevens	416205	619	672.44
Sultan	Snohomish	572837	852	672.34
Peshastin-Dryden	Chelan	353009	519	679.74
Toledo	Lewis	471436	684	689.52
Lacenter	Clark	349367	504	693.19
Ocean Beach	Pacific	611438	879	695.47
Chelan	Chelan	653694	939	695.92
Highland	Yakima	608859	873	697.62
Goldendale	Klickitat	657423	939	699.96
Oroville	Okanogan	663003	944	702.45
Wahkiakum	Wahkiakum	460042	654	703.06
Lower Snoqualmie	King	674660	958	704.10
Cle Elum-Roslyn	Kittitas	629149	881	713.73
Morton	Lewis	495390	691	717.26
College Place	Walla Walla	477565	663	720.39
North Mason	Mason	597724	822	727.16
Mabton	Yakima	477843	651	733.63
Pomeroy	Garfield	606754	824	736.66
Chimacum	Jefferson	429257	578	743.01
Okanogan	Okanogan	670217	900	744.65
Eatonville	Pierce	737614	990	744.82
Dayton	Columbia	704533	938	750.93
Coulee Dam	Okanogan	557987	738	756.26
Newport	Pend Oreille	516281	682	757.50
North Beach	Grays Harbor	532089	701	758.80
Colfax	Whitman	753468	989	761.84
Willapa Valley	Pacific	397767	511	778.41
Onalaska	Lewis	433234	552	785.47
Grand Coulee	Grant	478587	606	789.53
Concrete	Skagit	417594	529	790.06
Finley	Benton	410057	515	796.58
Brewster	Okanogan	423205	530	798.32
Odessa	Lincoln	438463	540	811.46
Naselle Grays River	Pacific	428632	525	815.74

PER-PUPIL COSTS–CONTINUED

Size Group 7: 500-1,000–Continued

School District	County	Cost	Students	Cost per Student
Royal	Grant	$619386	737	$840171
Coupeville	Island	495088	582	850.65
Mossyrock	Lewis	470875	550	856.57
Cape Flattery	Clallam	520920	597	872.40
Liberty	Spokane	486546	542	897.29
Warden	Grant	556112	609	913.82
Ritzville	Adams	560284	596	940.17
Stevenson	Skamania	1044352	874	1194.62

Size Group 8: 200-500

School District	County	Cost	Students	Cost per Student
Rose Valley	Cowlitz	$109635	213	$515.78
McCleary	Grays Harbor	151110	284	531.23
Cathcart	Snohomish	200874	275	535.04
Griffin	Thurston	160172	282	568.87
Yacolt	Clark	121342	210	579.03
Black Diamond	King	148639	252	589.86
Union Gap	Yakima	283838	462	614.00
Hockinson	Clark	275334	447	616.64
Hood Canal	Mason	253082	403	628.35
Conway	Skagit	224849	350	642.83
Twisp	Okanogan	294937	457	645.97
Littlerock	Thurston	170626	264	646.83
Lakewood	Snohomish	296729	457	648.89
Dieringer	Pierce	205021	311	659.78
Republic	Ferry	287729	436	660.08
Napavine	Lewis	244142	357	683.45
Cosmopolis	Grays Harbor	217796	315	690.43
Northport	Stevens	179658	258	696.05
La Conner	Skagit	301864	432	699.28
Klickitat	Klickitat	209843	293	715.90
Waterville	Douglas	256879	356	720.74
Crescent	Clallam	154934	213	728.45
Soap Lake	Grant	333325	455	731.79
Palouse	Whitman	270725	369	732.80
Winthrop	Okanogan	201395	267	754.32
Quinault	Grays Harbor	290030	379	765.47
Cusick	Pend Oreille	255671	328	779.72
Selkirk	Pend Oreille	377677	484	780.55
San Juan	San Juan	245602	314	782.60
Bridgeport	Douglas	303875	384	790.77

PER-PUPIL COSTS–CONTINUED

Size Group 8: 200-500–Continued

School District	County	Cost	Students	Cost per Student
Manson	Chelan	$321338	407	$790.15
Davenport	Lincoln	352582	436	807.88
Entiat	Chelan	253201	313	809.05
Tekoa	Whitman	228925	276	828.78
Asotin	Asotin	223135	268	832.19
Wilbur	Lincoln	351759	422	833.08
Kittitas	Kittitas	262426	434	838.22
Oakville	Grays Harbor	277315	329	842.31
Mary Walker	Stevens	215923	253	851.93
Freeman	Spokane	421306	489	860.79
Reardon	Lincoln	342603	388	882.25
Pe Ell	Lewis	296225	333	889.40
Rainier	Thurston	211210	237	890.09
Touchet	Walla Walla	196079	219	893.91
Carson	Skamania	296215	332	893.10
Pateros	Okanogan	258656	287	900.20
Wishkah Valley	Grays Harbor	202620	224	904.35
Quilcene	Jefferson	258658	218	943.44
Washtucna	Adams	205245	218	943.44
Waitsburg	Walla Walla	405168	423	958.59
St John	Whitman	354880	368	964.48
Rosalia	Whitman	292042	300	972.73
Garfield	Whitman	241794	246	984.43
Columbia	Walla Walla	426663	433	986.37
Sprague	Lincoln	204476	207	989.91
Lyle	Klickitat	305517	308	992.32
Adna	Lewis	310640	310	1000.94
Toutle Lake	Cowlitz	460093	457	1007.85
Oakesdale	Whitman	235779	232	1017.74
Harrington	Lincoln	237614	231	1030.55
Lind	Adams	367937	348	1057.65
La Crosse	Whitman	270998	256	1060.45
Coulee City	Grant	226310	213	1063.09
Colton	Whitman	239586	219	1095.10
Prescott	Walla Walla	314119	236	1333.16

PER-PUPIL COSTS–CONTINUED

Size Group 9: 0-200 Students

School District	County	Cost	Students	Cost per Student
Orchard Prairie	Spokane	$22739	55	$413.44
Satsop	Grays Harbor	28031	67	415.65
Southside	Mason	83542	189	442.14
Blue Creek	Stevens	7581	17	453.68
Summit Valley	Stevens	15660	33	474.53
Kamilche Valley	Mason	37076	78	477.35
Evaline	Lewis	22786	44	515.40
Vader	Lewis	71976	134	537.41
Carrolls	Cowlitz	83262	146	571.58
Green Mountain	Clark	31478	51	617.22
Evergreen	Stevens	14473	23	620.36
Pioneer	Mason	114738	184	623.74
Monitor	Chelan	89270	140	638.65
Riverside	Okanogan	58198	90	649.45
Wahluke	Grant	42683	64	665.78
Marcus	Stevens	58953	86	688.22
Orondo	Douglas	50270	72	697.04
Gold Bar	Snohomish	82438	118	699.58
Carbonado	Pierce	55178	78	703.35
Nine Mile Falls	Spokane	70528	99	709.25
Fairview	Clallam	54926	76	718.46
Valley	Stevens	77666	102	761.43
Curlew	Ferry	121481	156	778.18
Orient	Ferry	61295	79	780.23
Trout Lake	Klickitat	132168	168	787.28
Loon Lake	Stevens	31690	40	794.43
Centerville	Klickitat	54802	69	794.12
Anderson Island	Pierce	22252	28	804.21
Mill Creek	Stevens	16525	20	825.85
Thorp	Kittitas	142572	168	849.71
Inchelium	Ferry	171705	199	863.40
Onion Creek	Stevens	8593	10	887.73
Wellpinit	Stevens	124925	141	888.83
Brinnon	Jefferson	39295	44	890.85
Mary M Knight	Mason	150657	168	897.89
Orcas	San Juan	163617	180	909.64
Columbia	Stevens	15410	17	931.12
Index	Snohomish	15410	17	931.12
Nespelem	Okanogan	161966	171	949.39
Steptoe	Whitman	59539	62	956.75
Grapeview	Mason	57389	60	960.16
Glenwood	Klickitat	135881	140	967.54
Taholah	Grays Harbor	104567	106	982.86
Hartline	Grant	113267	115	983.82
Lopez	San Juan	95592	96	994.71
Creston	Lincoln	177988	179	994.96
Boistfort	Lewis	141616	140	1014.80
Almira	Lincoln	167874	164	1026.38
Newhalem	Whatcom	70265	68	1030.13

PER-PUPIL COSTS–CONTINUED

Size Group 9: 0-200 Students–Continued

School District	County	Cost	Students	Cost per Student
Bickleton	Klickitat	$108479	105	$1037.58
North River	Pacific	85589	82	1042.50
Harstine	Mason	4917	5	1068.93
Keller	Ferry	36355	34	1080.05
Mansfield	Douglas	156250	143	1094.49
Wishram	Klickitat	138111	124	1110.84
Easton	Kittitas	121089	108	1119.85
Edwall	Lincoln	71230	64	1120.85
Dixie	Walla Walla	46210	41	1124.34
Skamania	Skamania	86150	74	1165.76
Mill A	Skamania	92151	78	1176.29
Clearwater	Jefferson	76663	65	1177.43
Skykomish	King	145450	120	1207.65
Wilson Creek	Grant	159200	131	1212.21
Diablo	Whatcom	52917	42	1273.58
Strehkin	Chelan	6794	5	1274.61
Anatone	Asotin	99344	77	1295.91
Mount Pleasant	Skamania	29545	22	1322.49
Endicott	Whitman	254344	191	1329.35
Palisades	Douglas	23636	17	1371.78
Hooper	Whitman	35678	26	1389.89
Lamont	Whitman	78061	52	1500.88
Damman	Kittitas	12620	8	1515.02
Starbuck	Columbia	67818	44	1525.71
Kahlotus	Franklin	162653	104	1557.39
Great Northern	Spokane	19165	12	1611.87
Dorothy	Yakima	22350	12	1862.51
Hazelmere	Gerry	14592	7	1961.27
Benge	Adams	27960	14	1964.86
Roosevelt	Klickitat	34516	17	2056.97
Farmington	Whitman	30689	15	2077.81
Paterson	Benton	31751	14	2214.14
Lester	King	62764	22	2810.76
Shaw	San Juan	7695	3	2882.20
Hay	Whitman	46013	15	2982.03
Star	Franklin	29313	6	4630.75

Appendix E

FUNDING FORMULA VARIATIONS
(43 Cases)

FUNDING FORMULA VARIATIONS

Case 1: Base

	Dollars (million)		Percentage
Local Funds	$ 94.9		16.3
Special Levies	81.9	(6.92 mills @ 50%)	14.1
State	332.4		57.2
Other (Federal)	72.0		12.4
Total	$ 581.2		

School District Group Size	No. of Districts	No. of Students	Special Levies: Mills	Special Levies: Dollars per Student	Funds per Student: Total	Funds per Student: Difference from Average
20,000	6	238,189	7.7	$ 163.2	$ 798	$ 45
10,000	9	125,223	8.4	152.6	792	39
5,000	21	146,812	4.6	71.6	706	-47
2,600	29	100,540	3.5	48.7	674	-79
1,600	25	54,003	3.2	59.6	719	-34
1,000	29	36,346	1.3	22.2	727	-26
500	59	42,428	2.0	47.7	737	-26
200	65	21,332	2.8	85.3	812	59
0	87	6,886	2.0	99.8	969	216
	330					
Weighted average			5.6	$ 106.2	$ 753	

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FUNDING FORMULA VARIATIONS–CONTINUED

Case 2: 1. Guarantee, $452.

State cost: $83.4 million.

Total special levies: $23.6 million (2.0 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 69.9%.

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	2.6	$ 55.3
10,000	3.4	62.4
5,000	0.4	5.9
2,600	0.3	3.9
1,600	0.3	6.5
1,000	0.0	0.0
500	0.2	4.1
200	0.8	24.0
0	1.0	46.5
Weighted average	1.6	$ 30.6

Special levies:

Seattle: $ 5.52 million (1.91 mills).

Shoreline: $ 1.86 million (8.90 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 3: The guarantee is redefined in terms of teacher-student and staff-student ratios.

1. Elementary ratio : 22.5,
2. Secondary ratio : 28.
3. Staff ratio : 55.
4. Additional staff for disadvantaged: 10.
5. Salary elementary: $8,114.
6. Salary secondary : $9,006.
7. Salary staff : $8,955.
8. State support:100%
9. 85% leeway factor is zero.

State cost: $89.27 million.

Total special levies: $18.91 million (1.6 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 70.6%.

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	2.0	$42.1
10,000	2.7	49.6
5,000	0.6	9.6
2,600	0.2	3.1
1,600	0.3	4.8
1,000	0.0	0.4
500	0.1	1.4
200	0.5	15.7
0	0.8	39.7
Weighted average	1.3	$24.5

Special levies

Seattle: surplus $2.28 million.

Shoreline: $2.32 million (off $1.32).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 4:

1. Guarantee, $364.
2. 85% leeway factor is zero.

State cost: $83.58 million.

Total special levies: $22.8 million (1.93 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 70.8%.

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	2.3	$ 49.7
10,000	3.4	61.2
5,000	0.9	14.2
2,600	0.4	4.9
1,600	0.4	7.2
1,000	0.0	0.5
500	0.1	1.4
200	0.2	6.4
0	0.3	15.5
Weighted average	1.6	$ 29.5

Special levies

Seattle: $1.3 million surplus.

Shoreline: $2.56 million (12.29 mills @ 50%).

Case 5:

1. Secondary weighting factor, 0.4.
2. Additional weighting of .1 of total base enrollment if larger than 11,000.
3. Guarantee, $420.

State cost: $83.47 million.

Total special levies: $17.53 million (1.48 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 77.1%.

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	1.4	$30.6
10,000	2.6	47.4
5,000	0.7	11.0
2,600	0.5	6.7
1,600	0.6	11.0
1,000	0.0	0.7
500	0.3	7.3
200	1.1	32.5
0	1.2	57.8
Weighted average	1.2	$22.7

Special levies

Seattle: $3.26 million (1.13 mills).

Shoreline: $1.43 million (6.87 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 6:

1. Additional secondary weighting, 0.4.
2. Additional vocational, 0.5.
3. Large school district weighting factor, .1.
4. 100% of approved transportation cost.
5. Guarantee, $422.

State cost: $83.71 million.

Total special levies: $17.35 million (1.47 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 77.1%

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	1.4	$30.3
10,000	2.6	47.2
5,000	0.7	11.1
2,600	0.5	6.5
1,600	0.6	11.2
1,000	0.0	0.8
500	0.3	7.0
200	1.0	31.0
0	1.1	52.8
Weighted average	1.2	$ 22.5

Special levies:

Seattle: $3.29 million (1.14 mills).

Shoreline: $1.42 million (6.81 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 7:

1. Additional secondary weighting, 0.4.
2. Disadvantaged weighting factor, 1.66.
3. Large school district weighting factor, 0.1.
4. No county ratio.
5. State property tax, 4 mills and 2.4 mills.
6. Guarantee, $367.

State cost: $83.29 million.

Total special levies: $17.51 million (1.48 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 77.3%

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	1.1	$ 24
10,000	2.7	49.4
5,000	1.2	18.6
2,600	0.9	11.9
1,600	0.7	12.4
1,000	0.1	2.1
500	0.2	5.5
200	0.7	22.8
0	0.6	31.8
Weighted average	1.2	$22.7

Special levies:

Seattle: surplus $2.8 million.

Shoreline: $1.92 million (9.21 mills).

Case 8:

1. Additional secondary weighting, 0.4.
2. Disadvantaged weighting factor, 1.0.
3. Large school district weighting, 0.1.
4. 100% of approved transportation cost.
5. Guarantee, $410.

State cost: $83.66 million.

Total special levies: $16.89 million (1.43 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 77.7%.

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	1.1	$24.0
10,000	2.8	50.0
5,000	0.8	12.9
2,600	0.6	8.0
1,600	0.7	12.7
1,000	0.1	1.5
500	0.3	8.2
200	1.1	34.5
0	1.2	56.5
Weighted average	1.2	$21.9

Special levies:

Seattle: $1.99 million (0.69 mills).

Shoreline: $1.53 million (7.36 mills).

Case 9:

1. Additional secondary weighting, 0.4.
2. Additional vocational weighting, 0.5.
3. Disadvantaged weighting factor, 1.0.
4. Large school district weighting factor, 0.1.
5. 100 percent of approved transportation.
6. Guarantee, $414.

State cost: $83.72 million.

Total special levies: $16.56 million (1.40 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 78.1%.

School District Size	Special Levies	
	Mills	Dollars per Student
20,000	1.1	$22.3
10,000	2.7	49.6
5,000	0.8	13.2
2,600	0.6	8.3
1,600	0.7	13.2
1,000	0.1	1.7
500	0.4	8.8
200	1.2	35.3
0	1.1	54.8
Weighted average	1.1	$ 21.5

Special levies:

Seattle: $1.82 million (0.63 mills).

Shoreline: $1.51 million (7.24 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 10:

1. Additional secondary weighting, 0.4.
2. Disadvantaged weighting factor, 1.66.
3. Large school district weighting factor, 0.1.
4. 100 percent of approved transportation.
5. Guarantee, $404.

State cost: $83.19 million.

Total special levies: $16.72 million (1.41 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 78.4%.

School District Size	Special Levies Mills	Special Levies Dollars per Student
20,000	0.9	$18.8
10,000	2.9	52.1
5,000	1.0	15.3
2,600	0.7	9.6
1,600	0.8	14.5
1,000	0.1	2.2
500	0.4	9.8
200	1.2	38.2
0	1.2	59.3
Weighted average	1.1	$21.7

Special levies:

Seattle: $1.02 million (0.35 mills).

Shoreline: $1.60 million (7.70 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 11:

1. Secondary weighting factor, 0.4.
2. Vocational weighting factor, 0.0.
3. Disadvantaged weighting factor, 1.66.
4. No staff weighting factor.
5. Large school district weighting factor.
6. 100 percent of approved transportation cost.
7. Guarantee: $451.

State cost: $83.46 million.

Total special levies: $16.33 million (1.38 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 78.6%.

	Special Levies	
Group Size	Mills	Dollars per Student
20,000	0.8	$ 17.3
10,000	2.8	50.3
5,000	1.0	15.8
2,600	0.8	10.5
1,600	0.8	15.6
1,000	0.2	2.9
500	0.5	10.8
200	1.2	35.5
0	1.1	52.8
Weighted average	1.1	$ 21.2

Special levies:

Seattle: $784,000 (0.27 mills).

Shoreline: $1.53 million (7.32 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 12:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is 1.0.
4. Eliminate county ratio.
5. No staff weighting factor.
6. No remote weighting factor.
7. 100% of approved transportation cost.
8. Guarantee, $438.

Additional state cost: $-285,000 (almost no change).

Total state support: $332 million.

	Special Levies	
School District Size	Mills	Dollars per Student
20,000	-0.6	$ -12.8
10,000	-0.3	- 5.4
5,000	0.6	8.9
2,000	0.6	8.6
1,600	0.2	4.2
1,000	0.3	5.6
500	0.2	4.9
200	1.0	32.4
0	1.1	$ 51.4

Special levies:

Seattle: down $3.07 million (1.07 mills).

Shoreline: up $91,648 (-0.44 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 13: (Case 12 with guarantee equal $543)

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is one, 1.
4. Eliminate county ratio.
5. No staff weighting factor.
6. No remote weighting factor.
7. 100% of approved transportation cost.
8. Guarantee, $543.

Additional state cost: $82.9 million

Total special levies: $21.1 million (1.44 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 73.4%.

	Special Levies	
School District Size	Mills	Dollars per Student
20,000	1.9	$39.9
10,000	3.4	61.4
5,000	0.5	7.5
2,600	0.3	4.4
1,600	0.4	7.5
1,000	0	0.4
500	0.2	5.7
200	1.6	49.0
0	1.9	94.8
Weighted average	1.44	$27.3

Special levies:

Seattle: $2.07 million (0.72 mills).

Shoreline: $1.95 million (9.33 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 14:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is one, 1.
4. 100% of approved transportation.
5. No staff weighting factor.
6. No remote and necessary as weighting factor.
7. No county ratio.
8. 85% leeway factor, 100%.
9. State mills, 4 and 2.4.
10. Guarantee, $419.

Additional state cost: $13,000.

School District Size	Special Levies	
	Mills	Dollars per Student
20,000	-0.8	$ -16.2
10,000	-0.3	- 5.0
5,000	0.8	11.9
2,000	1.0	13.7
1,600	0.2	4.5
1,000	0.4	7.0
500	0.2	3.8
200	0.7	22.7
0	0.6	$ 25.8

Special levies:

Seattle: down $4.5 million (1.57 mills).

Shoreline: up $190,000 (-0.91 mills).

Case 15: (Case 14 with guarantee at $524).

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is one, 1.
4. 100% of approved transportation.
5. No staff weighting factor.
6. No remote and necessary as weighting factor.
7. No county ratio.
8. 85% leeway factor, 100%.
9. State mills, 4 and 2.4.
10. Guarantee, $524.

Additional state cost: $83.1 million.

Total special levies: $19.8 million (1.36 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 74.7%.

School District Size	Special Levies	
	Mills	Dollars per Student
20,000	1.7	$ 36.5
10,000	3.3	60.0
5,000	0.5	8.3
2,600	0.3	4.7
1,600	0.3	6.0
1,000	0	0.8
500	0.2	4.2
200	1.4	41.7
0	1.5	75.5
Weighted average	1.36	$ 25.7

Special levies:

Seattle: $613,000 (0.21 mills).
Shoreline: $2.04 million (9.81 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 16:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor, 1.0.
4. 100% of approved transportation.
5. No staff weighting factor.
6. No remote weighting factor.
7. No county ratio.
8. 85% leeway factor is 100%.
9. State mills, 8 and 4.8.
10. Guarantee, $454.

Additional state cost: $83.27 million.

Total special levies: $22.13 million (1.51 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 71.8%.

School District Size	Special Levies	
	Mills	Dollars per Student
20,000	2.1	$ 44.5
10,000	3.1	56.9
5,000	0.9	14.6
2,600	0.6	7.7
1,600	0.4	8.1
1,000	0.1	2.0
500	0.2	3.9
200	0.9	27.0
0	0.8	37.2
Weighted average	1.5	$ 28.7

Special levies:

Seattle: surplus $4.0 million.

Shoreline: $2.46 million (11.8 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 17:

1. State millage: 8 and 4.8.
2. 85% leeway factor, 100%.
3. Guarantee, $383.

Additional state cost: $83.02 million.

Total special levies: $20.55 million (1.41 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 73.9%.

School District Size	Special Levies	
	Mills	Dollars per Student
20,000	2.1	$ 44.3
10,000	3.3	59.3
5,000	0.6	9.6
2,600	0.3	4.0
1,600	0.3	6.0
1,000	0.0	0.7
500	0.1	2.0
200	0.4	11.4
0	0.3	13.0
Weighted average	1.41	$ 26.6

Special levies:

Seattle: surplus $518,000.

Shoreline: $2.36 million (11.33 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 18:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is one, 1.
4. 100% of approved transportation.
5. 85% leeway factor is 100%.
6. State mills are 8 and 4.8.
7. Guarantee, $426.

Additional state cost: $83.07 million.

Total special levies: $20.77 (1.42 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 73.6%.

School District Size	Special Levies Mills	Dollars per Student
20,000	1.9	$ 41.1
10,000	3.3	60.3
5,000	0.8	12.7
2,600	0.4	6.2
1,600	0.4	8.2
1,000	0.1	1.8
500	0.1	3.3
200	0.4	12.2
0	0.2	8.2
Weighted average	1.4	$ 26.9

Special levies:

Seattle: surplus $2.03 million.

Shoreline: $2.44 million (11.68 mills).

Case 19: What if the money for the staff weighting factor were distributed via the guarantee.

1. No staff weighting factor.
2. Guarantee, $404.

Additional state cost: $-401,000.

School District Size	Special Levies Mills	Special Levies Dollars per Student
20,000	0.1	$ 2.8
10,000	0.0	-1.1
5,000	0.1	1.2
2,600	0.0	0.3
1,600	0.0	0.2
1,000	-0.1	-0.6
500	-0.1	-1.7
200	-0.2	-4.7
0	0.0	-2.9
Weighted average	0.0	$ 0.7

Special levies:

Seattle: up $346,000 (-0.12 mills).

Shoreline: down $27,500 (0.13 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 20:

1. State millage: 10.0 and 6.0.
2. 85% leeway factor is 100%.
3. Guarantee, $356.

Additional state cost: $84.04 million.

Total special levies: $22.3 million (1.52 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 71.0%.

	Special Levies	
School District Size	Mills	Dollars per Student
20,000	2.3	$ 48.4
10,000	3.2	57.7
5,000	1.0	14.7
2,600	0.3	4.8
1,600	0.4	7.7
1,000	0.1	1.3
500	0.1	2.7
200	0.4	11.4
0	0.2	11.8
Weighted average	1.5	$ 28.9

Special levies:

Seattle: surplus $3.07 million.

Shoreline: $2.55 million (12.22 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 21:

1. Secondary weighting factor is 0.4.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is 1.66.
4. No staff weighting factor.
5. 100% of approved transportation.
6. Large school district weighting factor, 0.2.
7. 85% leeway factor is 100%.
8. Guarantee, $450.

Additional state cost: $83.56 million.

Total special levies: $16.09 million (1.10 mills @ 50% adjusted).

Percent of input dollars which would reduce special levies: 78.8%.

	Special Levies	
School District Size	Mills	Dollars per Student
20,000	0.3	$ 6.9
10,000	2.1	38.2
5,000	1.7	26.6
2,600	1.2	16.3
1,600	1.3	25.0
1,000	0.4	6.7
500	0.9	20.4
200	1.8	54.9
0	1.4	70.2
Weighted average	1.1	$20.8

Special levies:

Seattle: $82,700.

Shoreline: $999,000(4.79 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 22:

1. Secondary weighting factor, 0.
2. Vocational weighting factor, 0.
3. Disadvantaged weighting factor, 0.
4. 85% leeway factor is 100%.
5. 100% of ALL transportation cost.
6. Large school district weighting factor, 0.1.
7. No staff weighting factor.
8. No necessary and remote elementary and high school weighting factor.
9. No county ratio.
10. State property tax millage, 4.0 and 2.4.
11. State guarantee, $508.

Additional state cost: $83.25 million.

Total special levies: $15.52 million (1.31 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 79.78%.

	Special Levies	
Minimum School District Size	Mills (assessed)	Dollars per Student
20,000	1.4	$ 24.5
10,000	2.5	37.1
5,000	1.2	14.7
2,600	0.5	6.1
1,600	0.6	9.1
1,000	0.1	1.7
500	0.3	5.5
200	1.8	43.6
0	2.0	79.2
Weighted average	1.3	$ 20.1

Special levies:

Seattle: $895,500 (0.39 mills assessed).

Shoreline: $1,407,700 (8.48 mills assessed).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 23:

1. Secondary weighting factor, 0.0.
2. Vocational weighting factor, 0.0.
3. Disadvantaged weighting factor, 1.66.
4. 85% leeway factor is 100%.
5. 100% of approved transportation cost.
6. Large school district weighting factor, 0.2.
7. No staff weighting factor.
8. State guarantee, $521.

Additional state cost: $83.03 million.

Total special levies: $17.79 million (1.22 mills @ 50% adjusted).

Percent of the input dollars which would reduce special levies: 77.26%.

	Special Levies	
Minimum School District Size	Mills (adjusted)	Dollars per Student
20,000	0.3	$ 6.7
10,000	1.9	33.7
5,000	2.2	33.9
2,600	1.5	20.7
1,600	1.8	32.8
1,000	0.6	11.0
500	1.1	25.7
200	1.9	57.7
0	1.3	61.2
Weighted average	1.2	$ 23.0

Special levies:

Seattle: surplus $930,000.

Shoreline: $922,000 (4.42 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 24:

1. Secondary weighting factor, 0.
2. Vocational weighting factor, 0.3.
3. Disadvantage weighting factor, 1.66.
4. 85% leeway factor is 100%.
5. 100% of ALL transportation cost.
6. Large school district weighting factor, 0.1.
7. No staff weighting factor.
8. No necessary and remote elementary and high school weighting factor.
9. No county ratio.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $481.

Additional state cost: $82.68 million.

Total special levies: $17.11 million (1.45 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 78.4%.

	Special Levies	
Minimum School District Size	Mills (assessed)	Dollars per Student
20,000	1.0	$18.1
10,000	3.0	43.9
5,000	1.7	21.8
2,600	1.0	11.8
1,600	1.0	14.5
1,000	0.1	0.8
500	0.5	9.7
200	2.1	52.7
0	2.1	83.7
Weighted average	1.4	$ 22.2

Special levies:

Seattle: surplus $2.06 million.

Shoreline: $1.64 million (9.88 mills).

FUNDING FORMULA VARIATIONS—CONTINUED

Case 25:

1. Secondary weighting factor, 0.0.
2. Vocational weighting factor, 0.3.
3. Disadvantaged weighting factor, 1.66.
4. 85% leeway factor is 125%.
5. 100% of ALL transportation.
6. Large school district weighting factor, 0.1.
7. No staff weighting factor.
8. No necessary and remote elementary and high school weighting factors.
9. No county ratio.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $505.

Additional state cost: $82.31 million.

Total special levies: $17.27 million (1.46 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 78.56%.

	Special Levies	
Minimum School District Size	Mills (assessed)	Dollars per Student
20,000	0.9	$14.7
10,000	3.1	45.2
5,000	1.8	22.0
2,600	1.1	11.9
1,600	1.2	17.3
1,000	0.2	2.6
500	0.7	13.8
200	2.7	66.1
0	2.5	95.6
Weighted average	1.5	$ 22.4

Special levies:

Seattle: surplus $711,000.

Shoreline: $1.46 million (8.78 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 26:

1. Secondary weighting factor, 0.1.
2. Vocational weighting factor, 0.5.
3. Disadvantaged weighting factor, 1.0.
4. 100% of ALL transportation cost.
5. Large school district weighting factor, 0.15.
6. No staff weighting factor.
7. No necessary and remote elementary and high school weighting factor.
8. No county ratio.
9. State property tax millage: 4.0/2.4.
10. State guarantee, $445.

Additional state cost: $83.50 million.

Total special levies: $15.33 million (1.30 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 79.77%.

Minimum School District Size	Special Levies	
	Mills (assessed)	Dollars per Student
20,000	0.9	$16.0
10,000	2.4	34.9
5,000	1.8	23.3
2,600	1.0	11.7
1,600	0.9	13.4
1,000	0.1	0.9
500	0.4	7.8
200	1.7	43.4
0	2.0	77.9
Weighted average	1.3	$19.9

Special levies:

Seattle: surplus $2.53 million.

Shoreline: $1.49 million (8.99 mills).

FUNDING FORMULA VARIATIONS—CONTINUED

Case 27:

1. Secondary weighting factor, 0.1.
2. Vocational weighting factor, 0.5.
3. Disadvantage weighting factor, 1.0.
4. 85% leeway factor is 100%.
5. 100% of ALL transportation cost.
6. Large school district weighting factor is 0.15.
7. No staff weighting factor.
8. No necessary and remote elementary and high school weighting factor.
9. No county ratio.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $459.

Additional state cost: $83.49 million.

Total special levies: $15.15 million (1.28 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 79.99%.

	Special Levies	
Maximum School District Size	Mills (assessed)	Dollars per Student
20,000	0.8	$ 13.8
10,000	2.4	35.2
5,000	1.8	23.1
2,600	1.0	11.5
1,600	1.0	14.6
1,000	0.1	1.4
500	0.5	9.0
200	2.1	51.1
0	2.2	86.7
Weighted average	1.3	$ 19.6

Special levies:

Seattle: surplus $1.74 million.

Shoreline: $1.37 million (8.25 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 28:

1. Secondary weighting factor, 0.0.
2. Vocational weighting factor, 0.0.
3. Disadvantaged weighting factor, 0.4.
4. 85% leeway factor, 100%.
5. Large school district weighting factor, 0.1.
6. 100% of ALL transportation.
7. No county ratio.
8. No staff weighting factor.
9. No necessary and remote high school weighting factor.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $502.33.

Additional state cost: $83.86 million.

Total special levies: $15.13 million (1.28 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 80.13%.

	Special Levies				
	Mills (assessed)		Dollars per Student		
Minimum School District Size	Base	What If	Base	What If	Percent Reduction
20,000	9.5	1.2	$163.2	$20.2	87.6
10,000	10.4	2.6	152.6	38.5	74.8
5,000	5.7	1.3	71.6	16.3	77.2
2,600	4.3	0.7	48.7	7.3	84.9
1,600	4.0	0.7	59.6	10.3	82.8
1,000	1.6	0.1	22.2	1.5	93.2
500	2.5	0.3	47.7	6.1	87.1
200	3.4	1.8	85.3	45.8	46.3
0	2.6	2.0	99.8	76.9	23.0
Weighted average	6.92	1.28	$106.2	$19.6	81.5

Special levies:

Seattle: $107,900 (0.05 mills).
Shoreline: $1.46 million (8.78 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 29:

1. Secondary weighting factor, 0.0.
2. Vocational weighting factor, 0.0.
3. Disadvantaged weighting factor, 0.4.
4. 85% leeway factor is 100%.
5. Large school district weighting factor, 0.2.
6. 100% of ALL transportation cost.
7. No county ratio.
8. No staff weighting factor.
9. No necessary and remote weighting factor.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $481.04.

Additional state cost: $83.40 million.

Total special levies: $14.05 million (1.19 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 81.39%.

	Special Levies		
Minimum School District Size	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	0.4	$ 7.2	95.6
10,000	1.7	24.9	83.7
5,000	2.4	29.7	58.5
2,600	1.2	13.5	72.2
1,600	1.2	18.5	68.9
1,000	0.2	3.3	85.1
500	0.7	13.2	72.2
200	2.3	57.0	33.1
0	2.3	89.2	10.6
Weighted average	1.2	$18.2	82.8

Special levies:

Seattle: surplus $2.0 million
1. 2.8% increase in total funds.
2. cost per pupil is $70 less than state average.

Shoreline: $1.05 million (6.3 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 30:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor, 0.4.
4. 85% leeway factor is 110%.
5. Large school district weighting factor, 0.2.
6. 100% of ALL transportation cost.
7. No county ratio.
8. No staff weighting factor.
9. No necessary and remote weighting factor.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $491.

Additional state cost: $83.56 million.

Total special levies: $13.84 million (1.17 mills @ 50% assessed).

Percent of the input dollars which would reduce special levies: 81.48%.

Minimum School District Size	Special Levies Mills (assessed)	Dollars per Student	Percent Reduction
20,000	0.3	$ 5.5	96.7
10,000	1.7	24.7	83.8
5,000	2.3	29.2	59.2
2,600	1.2	13.3	72.6
1,600	1.3	19.7	67.0
1,000	0.3	4.0	82.0
500	0.8	15.0	68.6
200	2.5	62.6	26.6
0	2.4	94.1	5.8
Weighted average	1.17	$17.9	83.1

Special levies:

Seattle: surplus $1.51 million
1. a 2.1% increase in total funds.
2. cost per pupil is $699, state average is $773.

Shoreline: $954,000 (5.75 mills)

FUNDING FORMULA VARIATIONS–CONTINUED

Case 31:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor, 0.1.
3. Disadvantage weighting factor, 0.4.
4. 85% leeway factor is 110%.
5. Large school district weighting factor, 0.2.
6. 100% of ALL transportation cost.
7. No county ratio.
8. No staff weighting factor.
9. No necessary and remote weighting factor.
10. State property tax millage, 4.0/2.4.
11. State guarantee, $489.6.

Additional state cost: $83.39 million.

Total special levies: $13.94 million (1.18 @ 50% assessed).

Percent of input dollars which would reduce special levies: 81.53%.

	Special Levies		
Minimum School District Size	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	0.3	$ 5.9	96.4
10,000	1.7	25.0	83.6
5,000	2.3	29.2	59.3
2,600	1.2	13.3	72.7
1,600	1.3	19.5	67.3
1,000	0.3	3.9	82.4
500	0.8	14.8	69.1
200	2.5	62.3	27.0
0	2.4	94.4	5.4
Weighted average	1.2	$ 18.1	83.0

Special levies:

Seattle: surplus $1.44 million.

Shoreline: $965,000 (5.81 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 32:

1. Secondary weighting factor is zero, 0.
2. Vocational weighting factor is zero, 0.
3. Disadvantaged weighting factor is 0.4.
4. 85% leeway factor is 100%.
5. 100% of approved transportation.
6. No staff weighting factor.
7. Staff overhead factor is 1.53.
8. Student teacher ratio is 25.
9. Guarantee = $\frac{\text{Actual Teacher Salaries and Overhead}}{\text{Student/Teacher Ratio}}$

Additional state cost: $67.32 million.

Total special levies: $24.1 million (2.04 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 85.92%.

	Special Levies		
Minimum School District Size	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	2.2	$ 38.0	76.7
10,000	3.8	55.1	63.9
5,000	1.1	14.2	80.1
2,600	0.9	10.1	79.2
1,600	1.3	19.1	67.9
1,000	0.8	10.6	52.3
500	1.8	34.0	28.7
200	2.9	73.2	14.1
0	2.3	89.3	10.6
Weighted average	2.0	$ 31.2	70.6

Special levies:

Seattle: $3.7 million (1.62 mills).

Shoreline: $1.46 million (8.82 mills).

Case 33: Same as Case 32 except the student-to-teacher ratio in the guarantee is 24.

Additional state cost: $85.86 million.

Total special levies: $13.92 million (1.18 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 79.21%.

	Special Levies		
Minimum School District Size	Mills (assessed	Dollars per Student	Percent Reduction
20,000	1.0	$16.8	89.7
10,000	2.7	39.9	73.8
5,000	0.5	6.4	91.1
2,600	0.4	5.0	89.8
1,600	0.7	11.2	81.3
1,000	0.4	5.2	76.5
500	1.1	21.2	55.6
200	2.4	58.5	31.4
0	2.0	77.5	22.4
Weighted average	1.2	$18.0	83.0

Special levies:

Seattle: $1.38 million (0.60 mills).

Shoreline: $1.04 million (6.27 mills).

Case 34: Same as Case 32 except the student-to-teacher ratio in the guarantee is 23.

Additional state cost: $106.03 million.

Total special levies: 7.44 million (0.63 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 70.25%.

Minimum School District Size	Special Levies		
	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	0.3	$ 4.6	97.2
10,000	1.9	27.3	82.1
5,000	0.2	2.3	96.8
2,600	0.2	2.3	95.3
1,600	0.4	6.2	89.7
1,000	0.1	1.8	92.1
500	0.7	12.6	73.5
200	1.8	45.7	46.3
0	1.7	66.2	33.7
Weighted average	0.6	$ 9.6	90.9

Special levies:

Seattle: surplus $1.16 million.

Shoreline: $579,000 (3.49 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 35: Same as Case 32 except the student-to-teacher ratio in the guarantee is 22.

Additional state cost: $128.05 million.

Total special levies: $3.76 million (0.32 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 61.0%.

	Special Levies		
Minimum School District Size	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	0.0	$ 0.5	99.7
10,000	1.0	14.0	90.8
5,000	0.1	1.2	98.4
2,600	0.1	1.4	97.1
1,600	0.2	2.8	95.4
1,000	0.0	0.0	99.8
500	0.4	7.0	85.4
200	1.4	34.8	59.2
0	1.4	55.7	44.2
Weighted average	0.3	$ 4.9	95.4

Special levies:

Seattle: surplus $3.94 million.

Shoreline: $76,000 (0.46 mills).

Case 36: Same as Case 32 except the student-to-teacher ratio in the guarantee is 21.

Additional state cost: $152.16 million.

Total special levies: $1.69 million.

Percent of input dollars which would reduce special levies: 52.7%.

	Special Levies		
Minimum School District Size	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	0.0	$ 0.0	100.0
10,000	0.3	4.7	96.9
5,000	0.0	0.0	100.0
2,600	0.1	0.6	98.8
1,600	0.0	0.7	98.9
1,000	0.0	0.0	100.0
500	0.2	3.6	92.5
200	1.0	24.9	70.8
0	1.2	46.1	53.8
Weighted average	0.1	$ 2.2	97.9

Special levies:

Seattle: surplus $6.98 million.

Shoreline: surplus $476,000.

FUNDING FORMULA VARIATIONS–CONTINUED

Case 37: Same as Case 32 except the student-to-teacher ratio in the guarantee is 24.13.

Additional state cost: $83.37 million.

Total special levies: $15.08 million (1.27 mills @ 50% assessed).

Percent of input dollars which would reduce special levies: 80.19%.

	Special Levies		
Minimum School District Size	Mills (assessed)	Dollars per Student	Percent Reduction
20,000	1.1	$19.3	88.2
10,000	2.9	41.8	72.6
5,000	0.6	7.2	89.9
2,600	0.5	5.4	88.8
1,600	0.8	12.0	79.8
1,000	0.4	5.8	74.0
500	1.2	22.6	52.6
200	2.4	60.4	29.2
0	2.0	79.1	20.7
Weighted average	1.27	$ 19.5	81.6

Special levies:

Seattle: $1.69 million (0.74 mills).

Shoreline: $1.10 million (6.61 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 38: Effect of: Assessment Value to Renton

$$\text{Assessment Value Account} = \left[\left(\frac{\text{Assessment Value}}{\text{WE Renton}}\right) - \left(\frac{\text{Assessment Value}}{\text{WE Renton}}\right)_x\right]\left(\frac{\text{WE}}{1000}\right)_x$$

WE = Weighted Enrollment

Case 38:

Case 31 except following:

1. No large school district weighting factor.
2. Guarantee, $514.
3. Assessment value equalized to Renton.
4. Revised remote & necessary (53 schools district).

Additional state cost:	$82.28 million.
Assessment Value Equalization Account:	$14.37 million.
Revised Remote and Necessary Account:	$1.08 million.
Total special levies:	$22.51 million (1.90 mills).

Percent of input dollars which would reduce special levies: 72.2%.

Minimum School District Size	Special Levies: Mills (Assessed)	Special Levies: Dollars per Student	Special Levies: Percent Reduction
20,000	3.0	$ 52.4	67.9
10,000	4.1	60.3	60.5
5,000	0.7	8.3	88.5
2,600	0.3	3.1	93.6
1,600	0.4	6.2	89.6
1,000	0.0	0.5	97.8
500	0.2	3.4	92.8
200	0.7	16.3	80.9
0	0.5	17.8	82.2
Weighted average	1.9	$ 29.2	72.5

Special levies:

Seattle: $4.24 million (1.85 mills).
Shoreline: $1.80 million (10.84 mills).
Tacoma: $1.91 million (4.02 mills).
Spokane: $1.95 million (3.73 mills).

Case 39: Case 31. But assessment value equalization to Renton instead of State mills at 4.0/2.4

Additional state cost:	$80.53 million.
Assessment Value Equalization Account:	$14.37 million.
Revised Remote and Necessary Account:	$ 1.69 million.
Large School Districts Account:	36.34 million.
Total special levies:	$16.63 million.

Percent of input dollars which would reduce special levies: 81.08%.

Minimum School District Size	Special Levies Mills (Assessed)	Special Levies Dollars per Student	Special Levies Percent Reduction
20,000	0.8	$ 14.1	91.3
10,000	2.1	31.1	79.6
5,000	2.4	29.9	58.2
2,600	1.2	13.3	72.7
1,600	1.7	25.1	57.9
1,000	0.3	4.8	78.2
500	1.1	20.1	57.9
200	1.8	44.4	48.3
0	1.2	48.1	51.8
Weighted average	1.4	$ 21.6	79.7

Special levies:

Seattle:	$2.33 million (1.01 mills) (assessed).
Shoreline:	$748,000 (4.50 mills).
Tacoma:	$64,600 (0.14 mills).
Spokane:	$66,000 (0.13 mills).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 40: Case 31 except following changes:

1. Revised Small and Large Weighting Factors.
2. Guarantee, $491.

Additional state cost: $83.15 million.

Revised Large School District Weighting Factor:
14 Districts @ cost of $32.83 million

Revised Remote and Necessary Weighting Factor:
72 Districts @ cost of $1.43 million

Total Base Enrollment: 771,759 Total Weighted Enrollment: 782,952

Total special levies: $13.47 million (1.14 mills).

Percent of input dollars which would reduce special levies: 82.42 %.

Minimum School District Size	Total Funds per Pupil		Special Levies		
	Base	Case 40	Mills (Assessed)	Dollars per Student	Percent Reduction
20,000	798	809	0.7	$ 11.8	93.1
10,000	792	820	1.6	24.0	84.3
5,000	706	716	2.3	28.2	60.6
2,600	674	695	1.1	12.8	73.7
1,600	719	745	1.3	18.8	68.4
1,000	727	771	0.3	3.8	83.0
500	737	768	0.5	9.8	79.5
200	812	833	1.0	25.9	69.6
0	969	995	0.6	32.1	76.8
Weighted average	753	772	1.1	$17.4	83.7

Special levies:

Seattle:	Surplus $1.59 million (2.20% increase total funds).
Shoreline:	$937,000 (5.64 mills).
Tacoma:	$1.47 million (3.08 mills).
Spokane:	Surplus $31.800 (0.12% increase total fund).

FUNDING FORMULA VARIATIONS–CONTINUED

Case 41: Case 32 + Revised Small S/K = 30.67.

1. Secondary weighting factor is zero.
2. Disadvantaged weighting factor is 0.4.
3. Vocational weighting factor is 0.1.
4. 85% leeway factor is 100%.
5. 100% of ALL transportation cost.
6. No county ratio.
7. No staff weighting factor.
8. Revised small district weighting factor.
9. Guarantee defined: Student-teacher ratio = 30.67.
10. Staff overhead factor is 1.84.

Additional state cost:	$ 83.33 million.
Total Base Enrollment	771,759
Total Weighted Enrollment:	782,952
Revised Remote High and Elementary Account:	$ 1.87 million.
Total special levies remaining:	$13.58 million.

Percent of input dollars which would reduce special levies: 82.02%.

Minimum School District Size	Special Levies Mills (Assessed)	Special Levies Dollars per Student	Percent Reduction
20,000	1.0	$ 17.4	89.3
10,000	2.7	40.2	73.6
5,000	0.7	8.2	88.6
2,600	0.4	4.7	90.4
1,600	0.7	9.9	83.3
1,000	0.2	2.4	89.2
500	0.9	17.7	62.8
200	1.8	45.0	47.2
0	1.5	56.9	43.0
Weighted average	1.1	$ 17.6	83.4

Special levies:

Seattle:	$565,000 (0.25 mills).
Shoreline:	$1.17 million (7.06 mills).
Tacoma:	$222,000 (0.47 mills).
Spokane:	$ 76,000 surplus.

FUNDING FORMULA VARIATIONS–CONTINUED

Case 42:

Case 32 + Revised Small + Assessed Value to Renton + Student/Teacher = 31.73

1. Secondary weighting factor, 0.0.
2. Vocational weighting factor, 0.1.
3. Disadvantaged weighting factor, 0.4.
4. 85% leeway factor is 100%.
5. 100% of ALL transportation cost.
6. No staff weighting factor.
7. No county ratio.
8. Revised small districts weighting factor.
9. Student/teacher ratio is 31.73, staff overhead is 1.84.
10. Equalize assessment value to Renton.

Additional state cost: $83.13 million.
Total Base Enrollment: 771,759.
Total Weighted Enrollment: 782,952.
State Assessment Equalization Account: $14.37 million.
Revised Remote and Necessary Account: $ 1.84 million.
Total special levy remaining: $14.97 million.

Percent of input dollars which would reduce special levies: 80.55%.

	Special Levies		
Minimum School District Size	Mills (Assessed)	Dollars per Student	Percent Reduction
20,000	1.2	$ 20.7	87.3
10,000	2.9	42.2	72.4
5,000	0.7	9.1	87.3
2,600	0.5	5.1	89.6
1,600	0.7	11.0	81.6
1,000	0.2	2.3	89.7
500	1.0	18.5	61.1
200	2.0	48.4	43.2
0	1.6	62.2	37.6
Weighted average	1.3	$ 19.4	81.7

Special levies:

Seattle: $1.68 million (0.73 mills).
Shoreline: $1.11 million (6.68 mills).
Tacoma: $225,000 (0.47 mills).
Spokane: surplus $14,000.

FUNDING FORMULA VARIATIONS–CONTINUED

Case 43: Revised Case 32 at Student/Teacher Ratio 30.72

1. Secondary weighting factor, 0.0.
2. Vocational weighting factor, 0.1.
3. Disadvantaged weighting factor, 0.4.
4. 85% leeway factor is 100%.
5. 100% of ALL transportation cost.
6. No staff weighting factor.
7. No county ratio.
8. Staff overhead factor is 1.84.

Additional state cost:	83.24 million.
Total Base Enrollment:	771,759
Total weighted Enrollment:	788,476
Total special levies remaining:	$13.99 million.

Percent of input dollars which would reduce special levies: 81.63%.

Minimum School District Size	Special Levies Mills (Assessed)	 Dollars per Student	 Percent Reduction
20,000	1.1	$ 18.2	88.8
10,000	2.8	40.8	73.3
5,000	0.7	8.4	88.3
2,600	0.4	4.8	90.1
1,600	0.7	10.2	82.9
1,000	0.2	2.5	88.8
500	0.9	17.8	62.6
200	1.9	46.1	45.9
0	1.6	64.3	35.5
Weighted average	1.2	$ 18.1	82.9

Special levies:

Seattle: $645,000 (0.29 mills).
Shoreline: $1.19 million (7.15 mills).
Tacoma: $258,000 (0.54 mills).
Spokane: surplus $41,000.

Appendix F

DISTRICTS WITH LOW AND HIGH COST PER PUPIL

Table 1
LOW-COST-PER-PUPIL ANALYSIS

School Districts less than $600:

County	District	Number of Pupils	Cost per Pupil	Special Levy (mills)	Case 11: Cost per Pupil
Group 9					
Orchard Prairie	Spokane	55	$ 413	0	$ 502
Satsop	Grays Harbor	67	416	0	468
Southside	Mason	189	442	0	532
Blue Creek	Stevens	17	454	0	585
Summit Valley	Stevens	33	475	0	673
Kamilche Valley	Mason	78	477	0	545
Evaline	Lewis	44	515	.9	540
Vader	Lewis	134	537	0	625
Carrolls	Cowlitz	146	572	0	607
Group 8					
Rose Valley	Cowlitz	213	516	0	598
Mc Cleary	Grays Harbor	204	531	.21	596
Griffin	Thurston	282	569	0	705
Yacolt	Clark	210	579	.6	615
Black Diamond	King	252	589	2.1	608
Group 7					
Steilacoom	Pierce	698	575	0	749
Group 6					
Du Pont	Pierce	1350	529	0	830
Montesano	Grays Harbor	1361	553	0	667
Castle Rock	Cowlitz	1482	589	1.1	648
Meridian	Whatcom	1004	591	0.3	653
Moxee	Yakima	1529	595	.9	663
Group 5					
Tumwater	Thurston	2371	597	0	675
Group 3					
North Thurston	Thurston	5731	599	1.4	645

Table 2

HIGH-COST-PER-PUPIL DISTRICTS*

Cost Per Pupil Was over $1,000 after $12,000 Was Subtracted from Total Expenses

District	County	Number of Pupils	Cost per Pupil Basic	Cost per Pupil Revised	Base Case Special Levy, mills
Group 9					
Mansfield	Douglas	143	$ 1094	$ 1009	4.5
Wishram	Klickitat	124	1111	1017	22.5
Easton	Kittitas	108	1120	1010	1.9
Skamania	Skamania	74	1166	1002	0
Mill A	Skamania	78	1176	1028	0
Skykomish	King	120	1208	1112	4.8
Wilson Creek	Grant	131	1212	1124	3.1
Anatone	Asotin	77	1296	1134	0
Endicott	Whitman	191	1329	1269	5.3
Lamont	Whitman	52	1501	1270	0
Starbuck	Columbia	44	1526	1268	0.8
Kahlotus	Franklin	104	1557	1449	6.0
Benge	Adams	14	1965	1140	1.3
Roosevelt	Klickitat	17	2057	1324	1.3
Farmington	Whitman	15	2078	1246	6.5
Paterson	Benton	14	2214	1410	1.0
Lester	King	22	2810	2307	4.1
Hay	Whitman	15	2982	2267	1.3
Star	Franklin	6	4630	2885	4.5
Group 8					
Lind	Adams	348	1058	1023	3.3
La Crosse	Whitman	256	1060	1012	4.5
Coulee City	Grant	213	1063	1006	1.1
Colton	Whitman	219	1095	1039	5.7
Prescott	Walla Walla	236	1333	1280	1.2
	Sub-Total	2611			
Group 7					
Stevenson	Skamania	874	1195	1181	0.4
Group 6					
White River	Pierce	1446	1205	1197	6.3
	Total	4931			

* If there is a saving of $100 per pupil, the benefit is only $493,100; however, this does place an incentive on these districts to reduce cost. This may be good or not; a study into these districts would have to be performed to determine why their costs are much higher.

Table 3

HIGH-COST-PER-PUPIL DISTRICTS

Cost per pupil was under $1,000 after $12,000
was subtracted from total expenses

County	District	Number of Pupils	Basic	Revised	Base Case Special Levy, Mills
Group 9					
Boirtport	Lewis	140	$ 1015	926	2.8
Almira	Lincoln	164	1026	950	0.5
Newhalem	Whatcom	68	1030	857	0
Bickleton	Klickitat	105	1037	920	0
North River	Pacific	82	1043	897	0
Keller	Ferry	34	1080	716	0
Edwall	Lincoln	64	1121	925	2.8
Dixie	Walla Walla	41	1124	834	2.0
Clearwater	Jefferson	65	1177	995	0.9
Diablo	Whatcom	42	1274	974	2.4
Mount Pleasant	Skamania	22	1322	798	8.0
Palisades	Douglas	17	1372	684	0
Hooper	Whitman	26	1390	910	1.9
Damman	Kittitas	8	1515	78	1.5
Great Northern	Spokane	12	1612	597	6.4
Dorothy	Yakima	12	1863	862	4.3
Hazelmere	Ferry	7	1961	370	0
Shaw	San Juan	3	2882	0	0
Group 8					
Adna	Lewis	310	1001	963	18.0
Trout Lake	Cowlitz	457	1008	981	7.6
Oakesdale	Whitman	232	1018	905	4.0
Harrington	Lincoln	231	1031	977	2.6

Appendix G

A DETAILED DESCRIPTION OF THE FUNDING FORMULA AND THE SIMULATION MODEL

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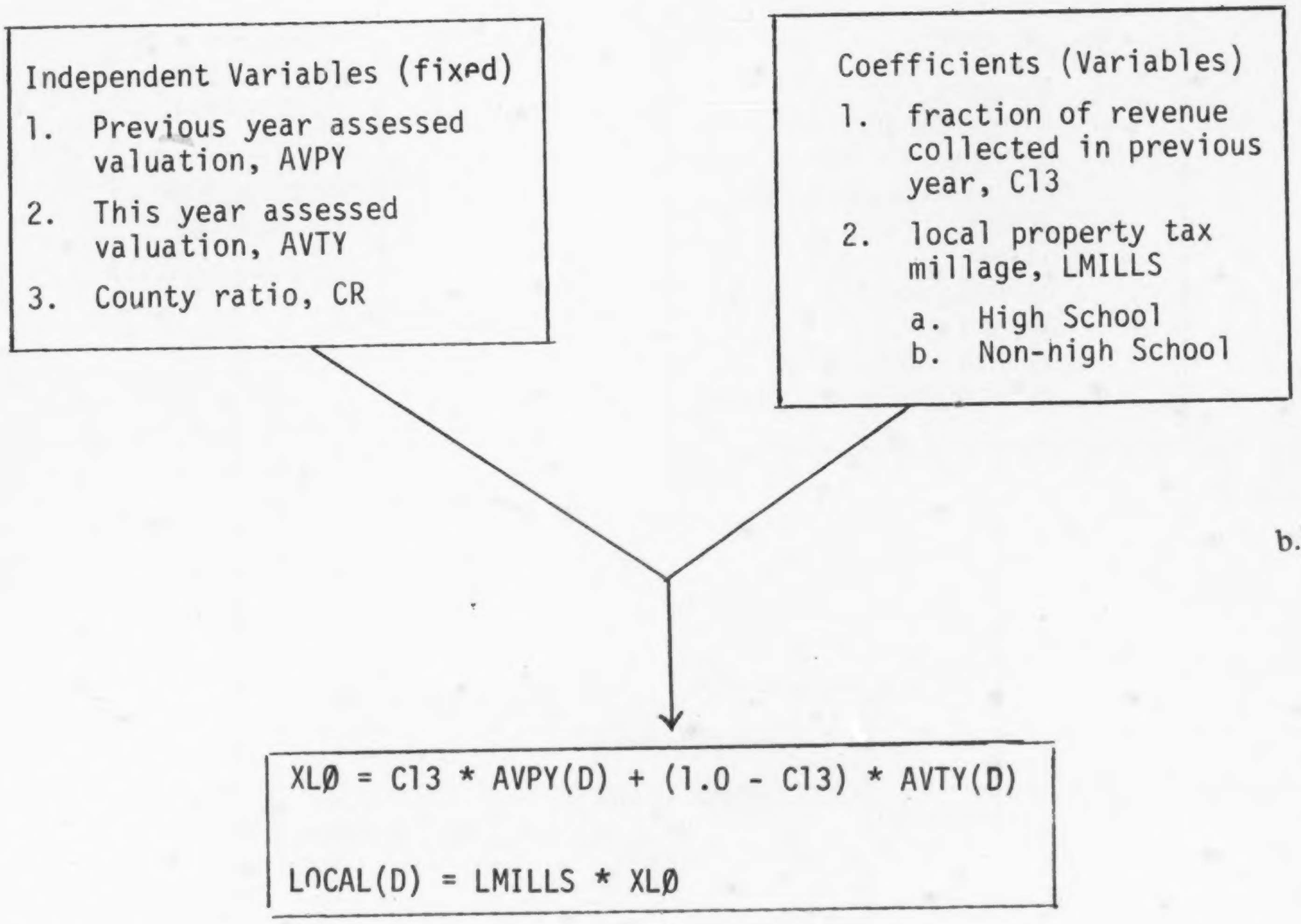
ACCOUNT 1000 – TOTAL LOCAL TAXES

Table 1

LOCAL REVENUE (LOCAL (D))



Independent Variables (fixed)

1. Previous year assessed valuation, AVPY
2. This year assessed valuation, AVTY
3. County ratio, CR

Coefficients (Variables)

1. fraction of revenue collected in previous year, C13
2. local property tax millage, LMILLS
   a. High School
   b. Non-high School

b.)

```
XL0 = C13 * AVPY(D) + (1.0 - C13) * AVTY(D)

LOCAL(D) = LMILLS * XL0
```

Note:

1. When and if available, instead of using the assessment value, other measures of the communities ability to pay could be a) per-capita income, b) gross product.

2. The local property tax millage and the state property tax millage can be varied back and forth to measure the effect on the district.

ACCOUNT 3010 – STATE OF WASHINGTON APPORTIONMENT

The State Apportionment, Account 3010, is described in general terms. One should easily see what parameters can be changed in order to obtain its effect on each school district.

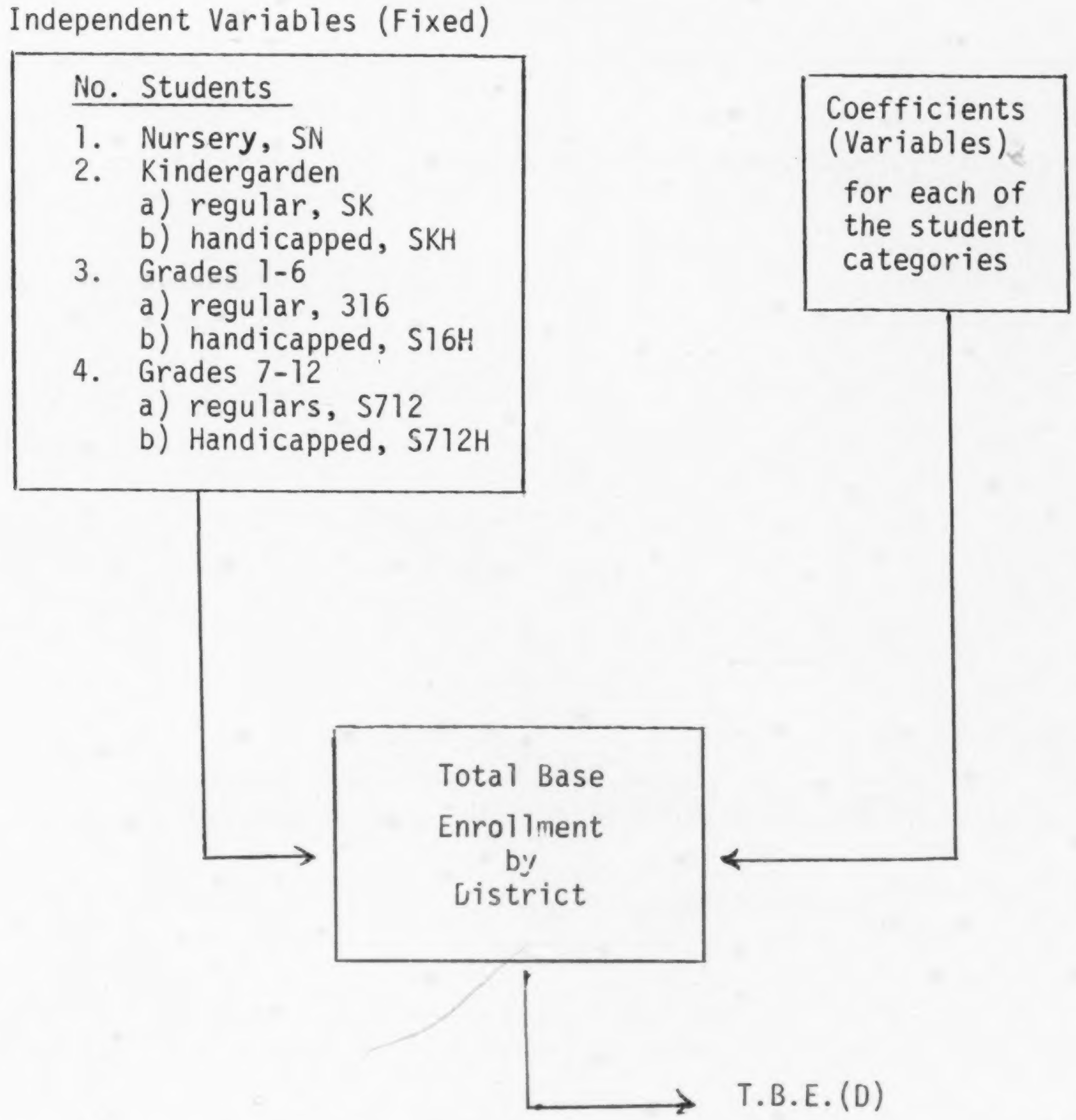
Basically, we first obtain the base enrollment, then we calculate the weighted enrollment (per school district).

The state guarantee is defined as the cost of the basic education times the weighted enrollment.

The state apportionment is now obtained as the guarantee minus some fraction of the local revenue resources, county excise tax, and some Federal funds.

Table 2

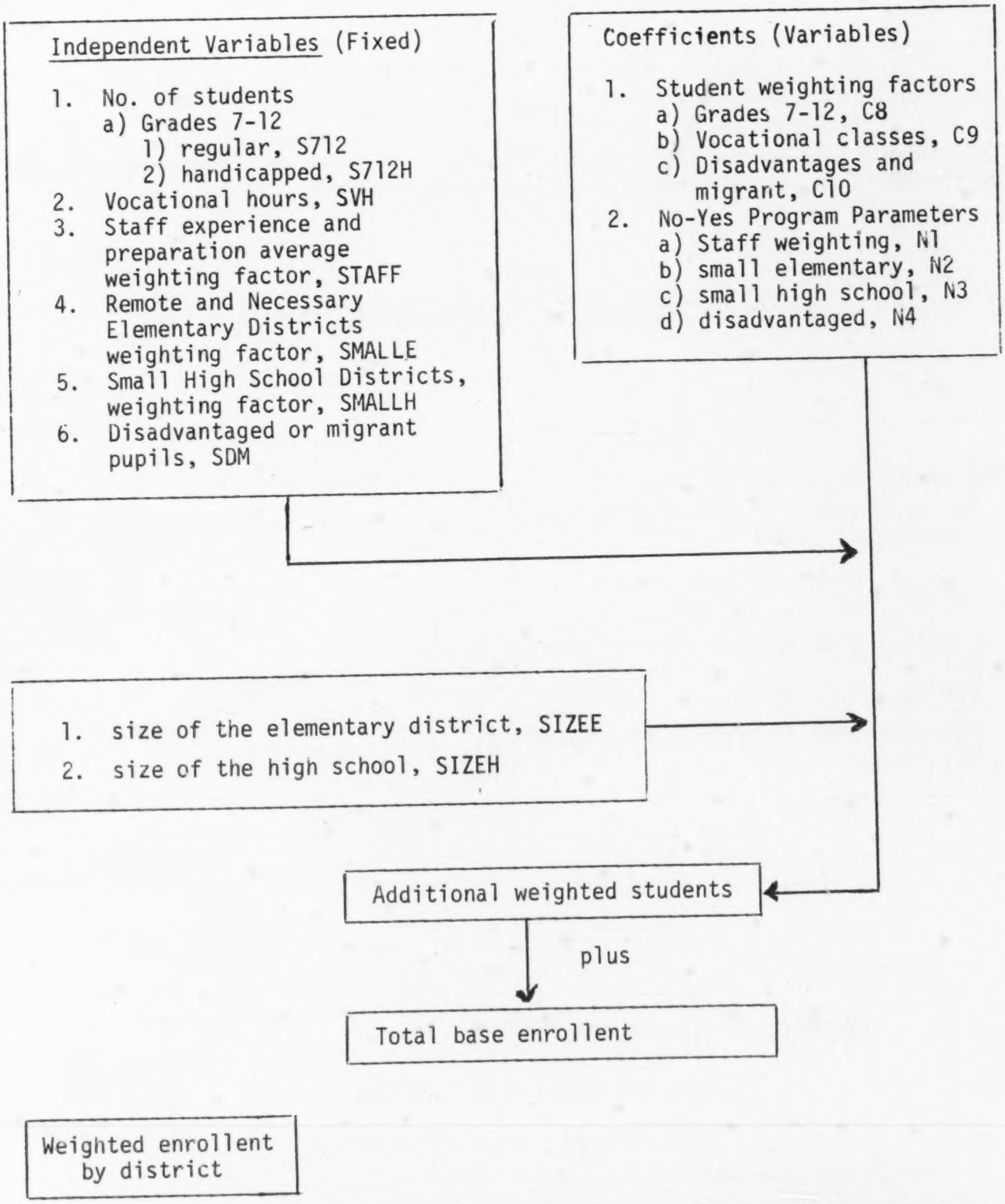
TOTAL BASE ENROLLMENT (TBE)


Independent Variables (Fixed)
No. Students
1. Nursery, SN
2. Kindergarden
a) regular, SK
b) handicapped, SKH
3. Grades 1-6
a) regular, 316
b) handicapped, S16H
4. Grades 7-12
a) regulars, S712
b) Handicapped, S712H
Coefficients (Variables) for each of the student categories
Total Base Enrollment by District
T.B.E.(D)

$$
\begin{aligned}
TB(D) = {} & C1 * SN(D) + C2 * SK(D) + C3 * S16(D) \\
& + C4 * SKH(D) + C5 * S16H(D) \\
& + C6 * S712(D) + C7 + S712HC(D)
\end{aligned}
$$

Table 3

WEIGHTED ENROLLMENT (WE)



Independent Variables (Fixed)

1. No. of students
   a) Grades 7-12
      1) regular, S712
      2) handicapped, S712H
2. Vocational hours, SVH
3. Staff experience and preparation average weighting factor, STAFF
4. Remote and Necessary Elementary Districts weighting factor, SMALLE
5. Small High School Districts, weighting factor, SMALLH
6. Disadvantaged or migrant pupils, SDM

Coefficients (Variables)

1. Student weighting factors
   a) Grades 7-12, C8
   b) Vocational classes, C9
   c) Disadvantages and migrant, C10
2. No-Yes Program Parameters
   a) Staff weighting, N1
   b) small elementary, N2
   c) small high school, N3
   d) disadvantaged, N4

1. size of the elementary district, SIZEE
2. size of the high school, SIZEH

Additional weighted students

plus

Total base enrollent

Weighted enrollent by district

```
W (D) = TBE(D) + C8 * C6 * S712(D) + C8 * C7 * S712H(D)
      + C9 * SVH(D)/900 + N1 * STAFF(D) * TBE(D)
      + N2 * SIZEED(D) * SMALLE(D) + N3 * SIZEH(D) * SMALLH(D)
      + N4 * C10 * SDM(D)
```

TOTAL GUARANTEE

Now we can define the total guarantee by district as the weighted enrollment times the cost of the basic education (defined via dollars, student-teacher ratios, programs, courses, etc.).

$$\boxed{\mathrm{GUAR}(D) = \mathrm{WE}(D) * \mathrm{CBE}(D)}$$

The cost of a basic education is a function of district, since, as an example, we might say a basic education includes a chemistry class for all school districts larger than some amount.

Table 4

LOCAL GUARANTEE RESPONSIBILITY (FUNDSL(D))

Independent Variables (fixed)

1. Receipts from high school district funds, HSDF
2. Receipts from in-lieu-of taxes, INLIEU
3. Receipts from federal, forest funds, FFF
4. Receipts from PUD excise tax, PUD
5. Receipts from 1% real estate excise tax, REAL

Coefficient (Variables)

1. 85% discount factor, C11
2. No-yes parameters
    a. HSDF, N5
    b. INLIEU,N6
    c. FFF, N7
    d. PUD, N8
    e. REAL, N9
3. 100% discount factor for REAL, C14
4. 50% of assessment value, CR
5. County ratio, CR

$$\boxed{\begin{aligned} \mathrm{FUNDSL}(D) = \mathrm{C11} * [&\mathrm{LOCAL}(D) \\ &\mathrm{N6} * \mathrm{INLIEU}(D) + \mathrm{N7} * \mathrm{FFF}(D) \\ &\mathrm{N8} * \mathrm{PUD}(D)] + \mathrm{N9} * \mathrm{C14} * \mathrm{REAL}(D) \end{aligned}}$$

STATE APPORTIONMENT, ACCOUNT 3010,

$$\mathrm{S3010}(D) = \mathrm{GUAR}(D) - \mathrm{FUNDSL}(D)$$

ACCOUNT 3020 – TRANSPORTATION

A. Operating Cost: Problem Area: Σ (Total Annual Miles * Operating Cost/Mile).

B. Drivers' Salaries: Total hours of daily traveling time = 3.39 * 180 * (1+ C14) where C14 is a salary increase factor.

C. Insurance: Number of Buses * $100(Insurance Cost)

D. Depreciation: Depreciation Allowance = $\dfrac{\text{Summation of original purchase price of ALL buses}}{\text{Depreciation Life of Buses}}$

+ write-offs.

E. Contracts with other agencies.

F. Total in lieu/board and room (regular).

G. Total form form T-2 (Handicapped).

Transportation Allowance = Items: (A+B+C+D+E+F) * 90%

Transportation reimbursement is given
(and we have) on Form A-57-1

Table 5

TRANSPORTATION REIMBURSEMENT

$$\boxed{\begin{aligned} \mathrm{TRANS(D)} = [&\mathrm{TOC(D)} + \mathrm{TDT(D)} * \mathrm{C15} * 180 * (1.0 + \mathrm{C14}) \\ &+ \mathrm{BN(D)} * \mathrm{C16} + \mathrm{DEP(D)}\ \mathrm{TRANS}\ 3020 \\ &+ \mathrm{E(D)} + \mathrm{F(D)} + \mathrm{HANDT(D)}] * \mathrm{C17} \end{aligned}}$$

Table 5–Continued

SYMBOL	LOCATION		
BMILES(D)	Col. 9, T-2	Total annual miles that the buses travel	May not use
CPM(D)	Weighted Average	Operating cost per mile	May not use
TØC(D)	Col. 11, T-2	Total operating cost of buses	
TDT(D)	Col. 12, T-2	Hours of daily driving time	
DEP(D)	Do not know	Depreciation allowance	
E(D)	Do not know	Contracts with other agencies	
F(D)	Do not know	Total in lieu/board and room (regular)	
HANDT(D)	T-2	Total from Form T-2 (Handicapped)	
BN(D)	Do not know	Number of buses	
C14	4%	Salary increase (percentage) for drivers (maybe teachers)	
C15	$3.39	Hourly wage rate of bus drivers	
	$110	Insurance cost per bus (average allowed)	
C17	0.90	Fraction state will reimburse district	
C18		Discount factor for 1% excise tax	

ACCOUNT 3080 – DRIVER'S EDUCATION

During the 1967 session the legislature required successful completion of an approved traffic safety education course prior to age 18 before a driver's license would be issued. This act will obviously increase the percentage of participating students. The program is financed by student fees, state reimbursement, and local district funds. The student fees range from $0.25 to $42 with an average fee of $10.15 (Richland, $25; Kennewick, $20; Pasco, $25). Reimbursement is not dependable; it averaged $41 in 1967-68 school year, but only $28.35 in 1968-69. The local districts absorb the additional cost. This additional cost in 1968-69 was $27.85 for a total average cost of $64.80 per student. In the Tri-City area, there is a fee for a driver's permit: $30 in Richland, $25 in Kennewick, and $35 in Pasco. Since one must obtain a driver's permit to take the course, the permit fee is just part of the student fee. In essence, the student fee (parents' fee) for Richland is $55. The driver's education data were obtained from the publication, *Drivers Education in Washington State's Public Schools*, 1967-69 Biennium.

Table 6

DRIVERS EDUCATION (DE)

Independent Variables

1. Average total cost per student, DEC(NSD)
2. Student fees, SFEE(NSD)
3. State Reimbursement, DESR(NSD)
4. Local funds, DELF(NSD)
5. Number of students completing course, SDE(NSD)
6. Total funds, SUMDE
   state, SUMSDE
   local, SUMLDE
   student fees, SUMFDE

Coefficients

1. Growth factor on # students: C15
2. The maximum $/student the state will support, C16
3. The maximum % the state will support: C17
4. Fixed student fee: C18
5. Fixed local fee/student, C19
6. Growth factor on one student cost, C20
7. No-Yes Parameters
   a) C16 or not, N11
   b) C17 or not, N12

Table 6–Continued

Defining, GF, as the combined growth factor,

GF = SDE(NSD) * (1 + C15) * (1 + C20)

DESR(ND) = DEC(ND) - XC18 - XC19

where XC18 = C(18) if C(18) is greater than zero
= SFEE(NSD) if C(18) is equal to zero
XC19 = C(19) if C(19) is greater than zero
= DELF(NSD) if C(19) is equal to zero.

Now if

(1) N(11) = 1 and DESR > C(16)
than DESR(NSD) = C(16)
or (2) N(12) = 1 and DESR(NSD) > C(17) * DEC(ND)/100
than DESR(NSD) = C(17) * DEC(ND)/100

The state, student, and local expenses (per student) are multiplied by the growth factor, GF, and have the units of total dollars.

ACCOUNT 3070 – STATE PROPERTY TAX

For many years the local tax was 14 mills for districts operating 12 grades. Later the local millage was reduced to 12 mills and 2 mills were assessed and collected at the state level; all funds were returned to the school district. Because the assessed valuations used by the state are based on 50 percent of time and fair value as contrasted with 25 percent used by county assessors prior to 1971, the state two-mill tax produced at least twice as much as two mills would have produced at the local level. In counties where the State Department of Revenue found the assessments below the 25-percent level, the state tax produced even more.

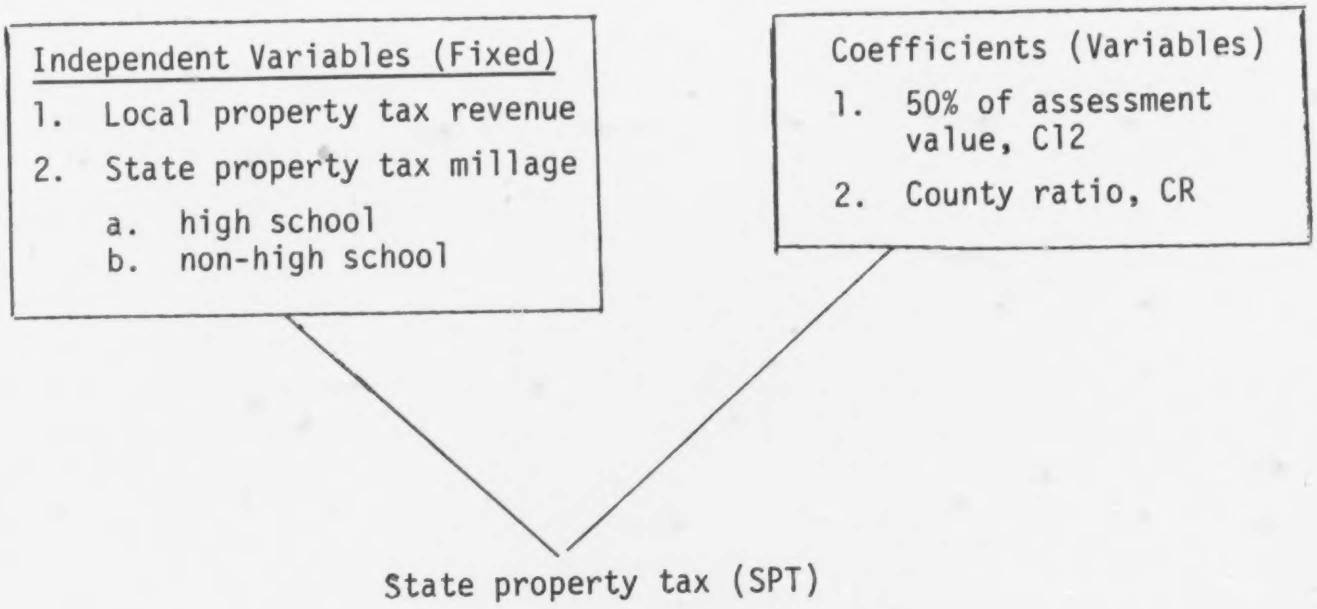
The latest development in school property taxes was the adjustment of all assessed valuations to the 50 percent base followed by legislative action in the 1970 special session which cut millages generally in half so that actual sums collected from the tax payers remained generally unchanged. Thus, the local millage after 1971 will be 6 mills.

Table 7

STATE PROPERTY TAX

Remembering that the revenue from the local property tax is

```
XL0 = [C13 * AVPY(NSD)
      + (1.0 - C13) * AVTY(NSD)]
```



Independent Variables (Fixed)

1. Local property tax revenue
2. State property tax millage
   a. high school
   b. non-high school

Coefficients (Variables)

1. 50% of assessment value, C12
2. County ratio, CR

State property tax (SPT)

Account 3070

```
SPT(NSD) * C12/CR(NSD)/LMILLS(I) * SMILLS(I)

SPT(NSD) = XL0 * C(12) * SMILLS(I)/CR(ND)
```

Table 8

OTHER ACCOUNTS

The funds from the following accounts were added as revenue to the local school districts:

Account 3030: Handicapped Children
Account 3040: Adult Education
Account 3050: State Institution
Account 3060: Vocational Technical Schools
Account 3120: State Forest Funds
Account 3999: Other Funds
Account 4000: Total Federal Funds
Account 5000: Total Local Non-Tax Revenue Receipts
Account 6000: Total Local Non-Revenue Receipts
Account 7000: Total Federal Non-Revenue Receipts
Account 8000: Total Payments from Other Districts

Appendix H

COEFFICIENTS IN THE SIMULATION MODEL THAT CAN BE VARIED

Table 1

COEFFICIENTS IN MODEL THAT CAN BE VARIED

Coefficients	
C(1)	Normal weight of nursery, 0.0.
C(2)	Normal weight of kindergarten, 0.5.
C(3)	Normal weight of grades 1-6, 1.0.
C(4)	Normal weight of kindergarten (handicapped), 0.5.
C(5)	Normal weight of grades 1-6 (handicapped), 1.0.
C(6)	Normal weight of grades 7-12, 1.0.
C(7)	Normal weight of grades 7-12 (handicapped), 1.0.
C(8)	Additional weighting factor, grades 7-12, 0.3.
C(9)	Additional weighting factor, vocational student, 1.0.
C(10)	Additional weighting factor, disadvantaged and migrant pupils, 0.1.
C(11)	Local tax discount factor, 0.85.
C(12)	Percent of assessed value, 50.
C(13)	Fraction of revenue collected in previous year, 0.37.
C(14)	Discount factor for real (NSD), 1.0.
C(15)	Driver's education – number students – growth factor, 0.
C(16)	Driver's education – the maximum dollars per student, 40.
C(17)	Driver's education – the maximum percentage, 75.
C(18)	Driver's education – fixed student fee, 0. (Zero means there is no fixed fee.)
C(19)	Driver's educational fixed local fee, 0.
C(20)	Driver's education – student cost growth factor, 0.
C(21)	Transportation – salary increase for drivers, percentage, 4.
C(22)	Transportation – bus drivers' hourly wage rate, 3.39.
C(23)	Transportation – insurance cost, 110.
C(24)	Transportation – percent state reimbursement of approved cost, 90.
C(25)	Transportation – percent increase in bus miles, 0.
C(26)	Transportation – percent increase in bus operating cost, 0.
C(27)	Transportation – percent increase in drivers' driving time, 0.
C(28)	Transportation – percent increase in number of buses, 0.
C(29)	Transportation – percent increase in handicapped expense, 0.
C(30)	Transportation – percent state reimbursement of unapproved cost, 0.
C(31)	Average adjusted value per pupil in weighted enrollment, 18,962.
C(32)	Weighting factor – adjusted value, .1.
C(33)	Weighting factor for TBE on WE, 1.
C(34)	Lower TBE limit for large schools to get more, 11,000.
C(35)	Total weighting for TBE for large schools, 1.1.
C(36)	Minimum size of account A3010, 5,000.
C(37)	Staff-teacher ratio – secondary, 28.
C(38)	Staff-teacher ratio, 55.
C(39)	Additional staff-teacher ratio for ADM, 10.
C(40)	Average elementary teacher salary, $8,114.
C(41)	Average secondary teacher salary, $9,006.
C(42)	Average staff salary, $8,955.
C(43)	Fraction of CBE – standard-teacher-staff ratios, 1.0.
C(44)	Student-teacher ratio – elementary, 22.5.
C(45)	The student-teacher ratio when the guarantee is defined this way, 30.
C(46)	Average staff overhead factor, 1.84.
C(47)	New year minimum teacher salary base.
C(48)	1968-69 minimum teacher salary, $5,975.
C(49)	Special levy mills must be greater than this to be classified as remote and necessary, 0.85.
C(50)	The maximum cost per pupil that the state will guarantee the large school for the large school weighting factor.
C(51)	After equalization of assessment value to Renton, the constant multiplying factor, 1.0.

Table 1–Continued

No-Yes Parameters Where Zero is No and One is Yes

Effect Weighted Enrollment

N(1)	Staff weighting factor, 1.
N(2)	Small elementary weighting factor, 1.
N(3)	Small high school weighting factor, 1.
N(4)	Culturally disadvantaged or migrant pupils.

Effect Local Guarantee Responsibility

N(5)	High school district funds, HSDF.
N(6)	In-lieu-of taxes, INLIEU.
N(7)	Federal forest funds, FFF.
N(8)	PUD funds, PUD.
N(9)	County tax, REAL.
N(10)	County ratio in funding formula.
N(11)	Driver's education – a maximum dollars per student or not.
N(12)	Driver's education – a maximum percentage of total cost or not.
N(13)	Special levy millage – BASED on adjusted value.
N(14)	State funds – to include SPT (IW,ND).
N(15)	Adjusted value not in weighted enrollment, U.
N(16)	Do you want school district printout.
N(17)	Include A3060 into state account or not.
N(18)	Do not have a kindergarten program in all school districts.
N(19)	No weighting factor for large school districts.
N(20)	There is no minimum on account A3010.
N(21)	Define basic education in terms of staff ratios.
N(22)	State-wide kindergarten program.
N(23)	Define the guarantee via the student-teacher ratio and pay actual teachers salary.
N(24)	Adjust the local funds before subtracted from the guarantee by assessment value divided by average district assessment value.
N(25)	Increase the minimum teacher salary base.
N(26)	Revise the remote and necessary weighting factor via C(49).
N(27)	A separate assessment value equalization account equalized to Renton.

Table 2
INDEPENDENT VARIABLES

Number School Districts (NSD)

SH(NSD)	Students, handicapped.
SN(NSD)	Students estimated to be in kindergarten if none.
SK(NSD)	Students enrolled in kindergarten.
SKH(NSD)	Handicapped students enrolled in kindergarten.
S16(NSD)	Students in grades 1-6.
S16H(NSD)	Handicapped students.
S712(NSD)	Students in grades 7-12.
S712H(NSD)	Handicapped students in grades 7-12.
SDM(NSD)	Culturally disadvantaged or migrant students.
SVH(NSD)	Vocational student hours.
STAFF(NSD)	Average staff weighting factor.
SMALLE(NSD)	Small elementary districts (remote and necessary) (Less than 100).
SMALLH(NSD)	Small high schools, (less than 250).
SIZEE(NSD)	Remote and necessary elementary enrollment.
SIZEH(NSD)	Small high school enrollment.
CR(NSD)	County ratio.
AVPY(NSD)	Assessed value previous year.
AVTY(NSD)	Assessed value this year.
LMILL(2)	Local property tax millage, high school and nonhigh school district.
MILLS(NSD)	Same as LMILLS but flags high school and nonhigh school.
HSDF(NSD)	Receipts from high school district funds.
INLIEU(NDS)	Receipts from in-lieu-of taxes.
FFS(NSD)	Receipts from Federal forest funds.
PUD(NSD)	Receipts from PUD excise tax.
REAL(NSD)	Receipts from one percent real estate excise tax.
DEC(NSD)	Driver's education – average total cost per student.
SFEE(NSD)	Driver's education – student fees.
DESR(NSD)	Driver's education – state reimbursement.
DELF(NSD)	Driver's education – local funds.
SDE(NSD)	Driver's education – number students completing course.
BMILES(NSD)	Total annual miles that the buses travel.
CPM	Bus operating cost per mile.
TOC(NSD)	Total bus operating cost.
TDT(NSD)	Bus hours of daily driving time.
DEP(NSD)	Bus depreciation allowance.
HANDT(NSD)	Transportation – handicapped allowance.
BN	Number of buses.
TRANTC(NSD)	Transportation – total cost.
TINS(NSD)	Transportation – insurance cost.
TDS(NSD)	Transportation – drivers' salaries.
A3020(NSD)	Transportation reimbursement – form A-57-1.
A5750(NSD)	Transportation expenses – form A-57.
A3030(NSD)	State account 3030 – handicapped children.
A3040(NSD)	State account 3040 – adult education.
A3050(NSD)	State account 3050 – state institutions.
A3999(NSD)	State account 3999 – other funds.
A4000(NSD)	Federal, total funds.
A5000(NSD)	Local, nontax revenue.
A5010(NSD)	Local, student fees.
A6000(NSD)	Local, nonrevenue receipts.
A7000(NSD)	Federal, nonrevenue receipts.
A8000(NSD)	Other, payments from other districts.
TOTEXP(NSD)	Total district expenditures.

Table 3

DEPENDENT VARIABLES

NSD

TBE(NSD)	Total base enrollment.
WE(NSD)	Weighted enrollment.
CBE	Cost basic education, per student. (This will be a fixed dollar value of function of district, later.)
GUAR(NSD)	Total guarantee.
S3010(NSD)	State apportionment, account 3010.
SPT(NSD)	State property tax, account 3070.
LOCAL(IW,NSD)	Local revenue, property tax.
STATE(IW,NSD)	Total state reimbursement, account 3000.
SPLEVY(IW,NSD)	Special levies (required).
TSFEE(NSD)	Driver's education – total student fees per district.
TDELF(NSD)	Driver's education – total local fees per district.
TAEXP	Transportation – approved cost.
TUEXP	Transportation – unapproved cost.
BUSEXP(NSD)	Transportation – total expense.
TRANS(NSD)	Transportation – state reimbursement.
TRANSL(NSD)	Transportation – local support (expense).
TFUNDS(IW,NSD)	Total school district revenue.
DEEXP(IX,NSD)	Total driver's education expenses.
SLMILL(IW,NSD)	Special levy millage.
S3011(NSD)	State account for equalization of assessment value to Renton on a weighted student basis.
S3012(NSD)	State account for large school districts.
S3013(NSD)	Revised remote and necessary weighting factor.

Appendix I

THE EFFECT OF THE COMMISSION'S RECOMMENDATIONS

THE EFFECT OF THE COMMISSION'S RECOMMENDATIONS

It will be remembered from the body of the summary report that four possible funding situations were set up and compared by the Commission to arrive at a picture of the effect of its recommendations on the local districts and on the state as a whole. These alternatives were:

1. Funding of the districts based on the actual figures for the 1968-69 school year.
2. Funding based on the formula recommended by the Commission plus reimbursement for actual teachers' salaries.
3. Funding based on the recommended formula and incorporating new staff weighting factors more closely approximating actual salaries.
4. Funding based on the recommended formula and a state-wide salary schedule.

The state-wide salary schedule was set up using $6,500 as the minimum teacher salary (this was the actual minimum for 1969-70). Based on this figure, three salary ranges were hypothesized and compared:

1. Maximum set at 2.0 times the minimum.
2. Maximum set at 1.95 times the minimum.
3. Maximum set at 1.90 times the minimum.

It was also decided, for purposes of this analysis, that the state would continue to subsidize those districts with salary schedules higher than the state schedule until the latter caught up. In other words, the districts would be reimbursed according to their actual salaries or the state schedule, whichever was the greater.

The tables below show the resulting costs to the state and the effect of various other factors on those costs using the funding situations described above.

Table 1

STATE COSTS

Formula Based on		State Costs (Dollars in Millions)
1968-69 Actual		$332.4
Actual Salaries		391.5
New Staff Wtg. Factors		383.5
Salary Schedule –	1.90 Range	401.3
	1.95 Range	404.6
	2.0 Range	408.6

Table 2
EFFECT OF STUDENT-TEACHER RATIO ON STATE COSTS

Students Per Teacher	State Costs Based on		
	Actual Salaries	New Staff Weighting Factors	State Salary Sched.[1]
	(Dollars in Millions)		
23	$524.9	$514.6	$542.0
26	458.9	449.8	474.1
30	391.5	383.5	404.6
35	328.9	322.0	340.2
40	282.1	275.9	291.9

Table 3
AVERAGE STATE FUNDING
(Dollars per Pupil)

Minimum District Enrollment (FTE)	Formula Based on			
	1968-69 Actual	Actual Salaries[2]	New Staff Wtg. Factors[2]	State Sal. Sched.[2,3]
20,000	$410	$520	$483	$525
10,000	423	520	491	520
5,000	441	513	506	527
2,600	450	509	523	532
1,600	444	495	506	524
1,000	462	488	520	537
500	425	436	469	496
200	446	452	482	522
0	498	483	525	521

Table 4
AVERAGE STATE PLUS NORMAL LOCAL FUNDING
(Dollars per Pupil)

Minimum District Enrollment (FTE)	Formula Based on			
	1968-69 Actual	Actual Salaries[2]	New Staff Wtg. Factors[2]	State Sal. Sched.[2,3]
20,000	$544	$672	$635	$677
10,000	542	652	623	652
5,000	542	626	619	640
2,600	542	611	626	634
1,600	558	624	634	652
1,000	575	614	646	663
500	567	596	628	656
200	619	646	677	717
0	721	736	777	774

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[1] At a maximum salary 1.95 times the minimum salary.

[2] Based on 30 students per teacher and indirect costs 1.75 times teacher salaries.

[3] Based on a minimum salary of $6,500 and a maximum 1.95 times the minimum.

Table 5

AVERAGE STATE PLUS LOCAL AND SPECIAL LEVY FUNDING

(Dollars per Pupil)

		Formula Based on		
Minimum District Enrollment (FTE)	1968-69 Actual	Actual Salaries[1]	New Staff Wtg. Factors[1]	State Sal. Sched.[1,2]
20,000	$707	$708	$708	$711
10,000	695	707	707	707
5,000	616	643	640	653
2,600	591	618	632	640
1,600	621	641	651	664
1,000	603	623	648	664
500	620	629	646	666
200	713	722	736	753
0	827	840	862	861

Table 6

AVERAGE SPECIAL LEVY

(Dollars per Pupil)

		Formula Based on		
Minimum District Enrollment (FTE)	1968-69 Actual	Actual Salaries[1]	New Staff Wtg. Factors[1]	State Sal. Sched.[1,2]
20,000	$163.2	$ 36.0	$ 73.2	$ 33.9
10,000	152.6	55.0	83.7	55.0
5,000	74.2	16.6	20.6	13.3
2,600	49.0	8.6	6.3	5.6
1,600	63.3	18.6	17.3	11.9
1,000	28.3	8.9	1.8	0.6
500	53.0	33.0	18.3	10.1
200	93.5	76.2	59.2	36.1
0	105.8	103.8	85.1	86.6

Table 7

AVERAGE SPECIAL LEVY

(Mills Based on 50% Assessed Valuation)

		Formula Based on		
Minimum District Enrollment (FTE)	1968-69 Actual	Actual Salaries[1]	New Staff Wtg. Factors[1]	State Sal. Sched.[1,2]
20,000	9.5	2.10	4.25	1.97
10,000	10.4	3.75	5.71	3.75
5,000	5.9	1.32	1.63	1.06
2,600	4.4	0.77	0.56	0.50
1,600	4.2	1.25	1.16	0.80
1,000	2.0	0.63	0.13	0.04
500	2.8	1.73	0.96	0.53
200	3.8	3.07	2.38	1.46
0	2.7	2.66	2.18	2.22

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[1] Based on 30 students per teacher and indirect costs 1.75 times teacher salaries.

[2] Based on a minimum salary of $6,500 and a maximum 1.95 times the minimum.

Looking at just the pattern of state aid to school districts, the following differences appear noteworthy:

- The actual 1968-69 formula tended to increase state aid as school district size decreased.
- By contrast, reimbursing districts based on actual salaries tends to decrease state aid with decreasing school district size.
- The new staff weighting factors tend to distribute more money than warranted by actual salaries to districts with fewer than 5,000 students and substantially less money than actual salaries to larger districts. In fact, the new staff factors tend to maximize state aid to districts between 1,000 and 5,000 students. Apparently, these factors do not adequately describe actual salary distribution.
- The state salary schedule tends to provide about the same level of state aid to all districts regardless of size.

Looking at the pattern of state plus normal local funding (not counting special levy) to school districts, the following differences appear noteworthy:

- The actual 1968-69 formula resulted in nearly constant state plus local funding of school districts with more than 2,600 students (at about $542 per student). A very substantial increase occurred in smaller districts.
- By comparison, the actual salary alternative would result in high state plus local funding to districts with more than 10,000 students, minimum funding between 500 and 1,000 students, and substantially increased funding to smaller districts. This tends to fit the pattern of expenditures in school districts.
- The new staff weighting factors, on the other hand, result in a funding pattern similar to the actual 1968-69 formula. The result is substantially more funds for smaller districts (less than 5,000 students) than in the actual salary case.
- A state salary schedule results in about the same amount of money as the actual salary case going into larger districts. But more money also goes into intermediate and smaller sized districts. The amount of money going to smaller districts is highly dependent upon how high a salary schedule is picked. At a $6,500 minimum and a maximum of 1.95 times the minimum, the schedule would provide more funds to districts smaller than 5,000 students than would the new staff weighting factors. The actual salary option tends to dominate in larger districts.

As a result of this pattern of state and normal local funding, the effects on special levies of these alternatives are as follows:

- Under the 1968-69 actual formula, special levies were highest on both a dollars-per-pupil and a millage basis in districts larger than 10,000 students. They also tended to be high on a dollar-per-pupil basis in districts smaller than 500 students, but on a millage basis these small districts were low.
- The actual salary alternative resulted in reduction of levies in districts larger than 1,000 students and particularly in districts larger than 10,000 students. The effect on smaller districts was not as great. This alternative also results in a substantial increase in total funds to districts between 1,000 and 10,000 students—those districts, generally, having lowest expenditures per pupil.
- The alternative based on new staff weighting factors does not reduce levies in larger districts to the extent that either the actual salary or salary schedule alternatives do. This alternative particularly relieves levies in districts smaller than 2,600 students in comparison with the actual salary alternative. It also provides more total funds to districts smaller than 5,000 students than does the actual salary alternative.
- The salary schedule alternative tends to benefit all districts more than either of the other two alternatives. Levies on both a dollar-per-pupil and a millage basis tend to be minimized regardless of district size. Districts smaller than 10,000 students tend to get more funds over all.

Shown below is a comparison of the four alternatives on the basis of the number of districts with levy millage in a certain range.

Table 8

COMPARISON OF ALTERNATIVES – NUMBER OF DISTRICTS PER LEVY MILLAGE RANGE

(Millage Based on 50% of Assessed Value)

	Number of Districts			
Millage Range	1968-69 Actual	Actual Salaries	New Staff Wtg. Factor	Salary Schedule
0	112	147	178	205
0- 0.5	14	13	15	16
0.5- 1.0	11	13	16	13
1.0- 1.5	15	18	18	14
1.5- 2.0	13	20	13	16
2.0- 3.0	30	34	25	15
3.0- 4.0	25	22	20	13
4.0- 5.0	18	17	5	8
5.0- 6.0	18	8	9	10
6.0- 8.0	18	17	16	9
8.0-11.0	27	13	7	6
11.0-15.0	21	5	4	2
15.0-24.0	6	3	4	3
Over 24.0	2	0	0	0

Several alternative salary schedules were also investigated. Each of these results in the same pattern of fund distribution discussed previously, but the level of funding varies somewhat, as described below:

- Based on 30 students per teacher, the increased cost to the state in 1968-69 would have been $68.9 million for a salary schedule range of 1.90, $72.2 million for a range of 1.95, and $73.5 million for a range of 2.0.
- Subsidizing districts for salaries higher than the schedule substantially increases state costs. Based on 1969-70 average salaries and 30 students per teacher, the number of districts receiving subsidies and the amounts involved are shown below:

Salary Range	No. of Districts	Subsidy (Dollars in Millions)
1.90	57[1]	$13.5
1.95	43[1]	9.7
2.0	33	6.6

A listing of these districts and the funding required for each is shown in the following table (for the 1.95 salary range case).

- Of the 15 districts in the state larger than 10,000 students, only two (Spokane and Yakima) would not have qualified for a subsidy at a salary schedule range of 1.95.

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[1] Includes 17 of the 21 districts in King County.

Table 9

ADDITIONAL FUNDS REQUIRED TO REIMBURSE ACTUAL SALARIES

District	Subsidy
ABERDEEN	13835
AUBURN	86827
BAINBRIDGE	2012
BELLEVUE	1032513
BLUE CREEK	1333
BURLINGTON E.	4455
CLEARWATER	219
CLOVER PARK	60317
CONWAY	1347
EDMONDS	602223
EDWALL	1167
ENUMCLAW	17015
EVALINE	3366
EVERETT	421968
EVERGREEN	1868
FAIRVIEW	1442
FEDERAL WAY	182146
GOLD BAR	8972
HIGHLINE	781931
ISSAQUAH	24712
KENT	419894
LAKE WASHINGTON	320469
MALAGA	4314
MERCER ISLAND	247451
MONITOR	11282
MUKILTEO	59773
NORTHSHORE	319151
OAK HARBOR	65153
PORT ANGELES	72883
RENTON	953408
RICHLAND	110485
SEATTLE	2585913
SHORELINE	517610
SNOQUALMIE V	3410
SOUTH CENTRAL	86481
TACOMA	233026
TAHOMA	36347
VANCOUVER	353327
VASHON ISLAND	48642
TOTAL	$9,698,685

Appendix J

COMPARISON OF ACTUAL DISTRIBUTION WITH COMMISSION'S RECOMMENDATIONS–1968-69 SCHOOL YEAR

COMPARISON OF ACTUAL DISTRIBUTION WITH COMMISSION'S RECOMMENDATIONS–1968-69 SCHOOL YEAR

Table 1 is an example of selected information printed for each school district in the State. Actual 1968-69 school year data is listed alongside the data that would have resulted in 1968-69 had the Temporary Special Levy Study Commission recommendations been in effect. Specifically, this simulation shows the effect of:

- Reducing the secondary weighting factor to 0.
- Increasing the disadvantaged weighting factor to 0.2 times all disadvantaged students.
- Subtracting 100 percent of local funds from the guarantee, not 85 percent.
- Eliminating the county ratio.
- Eliminating the collection of 2 mills property tax by the state.
- Increasing local property taxes from 6 to 7 mills.
- State reimbursement of 100 percent of transportation costs.
- Incorporating new staff weighting factors as proposed by the Joint Committee on Education.

All other factors in the 1968-69 apportionment formula (including the $368 guarantee) are held constant in this simulation.

Table 2 is the state summary for the data reported for each school district in Table 1.

	PROSSER SCHOOL	
	ACTUAL	COMMISSION
TOTAL BASE ENROLLMENT	1983.84	1983.84
WEIGHTED ENROLLMENT	2557.8	2818.4
TOTAL GUARANTEE	941263.	1037160.
LOCAL PROPERTY TAX	139242.	162449.
TOTAL COUNTY FUNDS , ACCOUNT 2000	34145.	
STATE APPORTIONMENT ACCOUNT 3010	729370.	836535.
STATE PROPERTY TAX ACCOUNT 3070	58682.	0.
TRANSPORTATION-- ACCOUNT 3020	217256.	217256.
STATE REIMBURSEMENT	141227.	217256.
LOCAL FUNDS	76028.	0.
DRIVERS EDUCATION ACCOUNT 3080	14478.	14478.
STATE REIMBURSEMENT	5881.	5881.
STUDENT FEES	2484.	2484.
LOCAL FUNDS	6113.	6113.

Table 1

SELECTED EFFECTS OF COMMISSION RECOMMENDATIONS ON ACTUAL 1968-69 SCHOOL DISTRICT FUNDING

DISTRICT	RICHLAND SCHOOL DISTRICT		
DIFFERENCE	ACTUAL	COMMISSION	DIFFERENCE
.00	7722.33	7722.33	.00
260.6	10014.4	11050.7	1036.3
95897.	3685303.	4066653.	381350.
23207.	352286.	411001.	58714.
	131343.		
107165.	3110748.	3524417.	413670.
-58682.	149021.	0.	-149021.
0.	119912. 84441. 35470.	119912. 119912. 0.	0.
0.	42247. 18040. 15875. 8331.	42247. 18040. 15875. 8331.	-0.

Table 2

STATE SUMMARY OF SELECTED EFFECTS OF COMMISSION RECOMMENDATIONS ON ACTUAL 1968-69 FUNDING

	ACTUAL	COMMISSION
TOTAL BASE ENROLLMENT	771759.06	771759.06
WEIGHTED ENROLLMENT	996029.1	1097518.0
LOCAL PROPERTY TAX	67446026.	78687020.
STATE APPORTIONMENT ACCOUNT 3010	255248380.	295646150.
STATE PROPERTY TAX ACCOUNT 3070	27787019.	0.
TRANSPORTATION-- ACCOUNT 3020	30700630.	30700634.
STATE REIMBURSEMENT	22313397.	30700634.
LOCAL FUNDS	8387233.	0.
DRIVERS EDUCATION ACCOUNT 3080	3949413.	3949413.
STATE REIMBURSEMENT	1727004.	1727004.
STUDENT FEES	899982.	899982.
LOCAL FUNDS	1322428.	1322428.

Table 3 compares the local, state, special levy, and total funds each school district received in 1968-69 versus what they would have received if the Commission's recommendations had been in effect. "Local funds" are all local funds other than special levies. State funds include the state-collected property tax. Total funds include Federal funds.

Special levies are the calculated difference between total 1968-69 expenditures and all other sources of funds. Any increase or decrease in local or state funding resulting from the Commission's recommendations is assumed to result in a compensating decrease or increase in special levies. If additional funds exceed the 1968-69 special levy amounts, the excess shows as an increase in total funds.

School districts are listed by county. The number before the district name refers to the alphabetical ranking of the county (*i.e.* 1 is Adams County . . . 39 is Yakima County).

Table 3

ACTUAL 1968-69 FUNDING VERSUS FUNDING USING COMMISSION RECOMMENDATIONS

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
ADAMS									
1WASHTUCNA	109	57223.	63894.	105213,	95303.	24211.	27450.	205245.	205245.
1BENGE	122	12088.	14050.	10071,	5709.	5540.	7940.	27960.	27960.
1OTHELLO	147	246340.	278270.	886925,	939796.	156678.	71876.	1520895.	1520895.
1LIND	158	133198.	153861.	124521,	104415.	86335.	85779.	367937.	367937.
1RITZVILLE	160	173360.	199594.	226588,	206216.	123589.	117727.	560284.	560284.
ASOTIN									
2CLARKSTON	250	210531.	237117.	1420338,	1512360.	58649.	0.	1913644.	1973603.
2ANATONE	310	24530.	28368.	55929,	47199.	0.	0.	106110.	101217.
2ASOTIN	400	32219.	36900.	146825,	134488.	21839.	29494.	223135.	223135.
BENTON									
3KENNEWICK	17	505937.	568947.	3439179,	3754672.	197937.	0.	4838112.	5018678.
3PATERSON	50	17158.	19907.	11124,	7434.	3469.	4410.	31751.	31751.
3KIONA BENTON	52	42292.	47350.	338190,	348194.	0.	0.	456098.	471160.
3FINLEY	53	72913.	83563.	221172,	234783.	82880.	58618.	410057.	410057.
3PROSSER	116	173387.	196594.	955120,	1079631.	13677.	0.	1300357.	1434398.
3RICHLAND	400	483630.	542344.	3510715,	3810834.	516460.	157627.	5758223.	5758223.
CHELAN									
4MONITOR	9	12904.	14379.	50918,	38888.	8974.	19529.	89270.	89270.
4MANSON	19	42769.	47973.	174570,	174949.	55565.	49982.	321338.	321338.
4STEHEKIN	69	1073.	1225.	5119,	4416.	178.	729.	6794.	6794.
4MALAGA	115	6549.	7641.	18166,	13210.	0.	0.	24716.	20851.
4CASHMERE	122	92629.	102586.	484907,	520521.	96499.	50927.	750348.	750348.
4ENTIAT	127	31177.	34854.	159247,	167088.	38536.	27018.	253201.	253201.
4LEAVENWORTH	128	57826.	64086.	311464,	319565.	0.	0.	467091.	481451.
4CHELAN	129	111062.	124942.	397453,	406600.	68783.	45756.	653694.	653694.
4PESHASTIN-DR	200	46764.	52032.	240653,	249306.	30385.	16465.	353009.	353009.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
CHELAN									
4WENATCHEE	246	700004.	787057.	2350803.	2460111.	535914.	339552.	4026634.	4026634.
CLALLAM									
5PORT ANGELES	21	570319.	635356.	1976101.	2062529.	2968.	0.	3033668.	3182164.
5CRESCENT	313	27563.	30980.	131614.	128320.	0.	0.	176586.	176709.
5FAIRVIEW	321	10805.	12081.	34738.	49536.	0.	0.	60325.	76399.
5SEQUIM	323	158119.	177563.	558040.	558900.	0.	0.	846441.	866744.
5CAPE FLATTER	401	119344.	135938.	292804.	297457.	0.	0.	553068.	574315.
5QUILLAYUTE V	402	143465.	161243.	519926.	537837.	0.	0.	801812.	837501.
CLARK									
6VANCOUVER	37	1834396.	2077778.	6407429.	6683357.	1802192.	1282882.	11336603.	11336603.
6HOCKINSON	98	25350.	27772.	211423.	230598.	14492.	0.	275334.	282440.
6LACENTER	101	61960.	70286.	242851.	245446.	13311.	2390.	349367.	349367.
6GREEN MOUNTA	103	6915.	7869.	26059.	21928.	0.	0.	36016.	32839.
6YACOLT	104	16095.	17919.	93711.	93917.	2300.	270.	121342.	121342.
6WASHOUGAL	112	225335.	255482.	785633.	806132.	0.	0.	1210464.	1261110.
6EVERGREEN	114	323632.	359288.	2177448.	2309260.	38298.	0.	2804621.	2933791.
6CAMAS	117	469542.	538085.	879765.	842010.	223993.	193205.	1703401.	1703401.
6BATTLE GROUN	119	398084.	447218.	1723929.	1738236.	0.	0.	2368939.	2432381.
6RIDGEFIELD	122	143703.	162266.	657405.	651147.	0.	0.	855857.	868162.
COLUMBIA									
7DAYTON	2	166672.	189122.	356450.	361483.	65095.	37611.	704533.	704533.
7STARBUCK	35	23167.	26728.	16128.	7618.	5879.	10828.	67818.	67818.
COWLITZ									
8ROSE VALLEY	82	12633.	14161.	88174.	96172.	0.	0.	116738.	126264.
8CARROLLS	118	11538.	13100.	60898.	69560.	0.	0.	83493.	93716.
8LONGVIEW	122	1506030.	1730549.	3258937.	3019630.	672252.	687040.	5963412.	5963412.
8TOUTLE LAKE	130	109784.	126458.	185457.	177422.	139624.	130985.	460093.	460093.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS ACTUAL	LOCAL FUNDS COMMISSION	STATE FUNDS ACTUAL	STATE FUNDS COMMISSION	SPECIAL LEVIES ACTUAL	SPECIAL LEVIES COMMISSION	TOTAL FUNDS ACTUAL	TOTAL FUNDS COMMISSION
COWLITZ									
8CASTLE ROCK	401	108067.	121329.	691345.	708251.	16724.	0.	872638.	886083.
8KALAMA	402	174772.	200484.	267035.	227123.	0.	12380.	479642.	477822.
8KELSO	403	384186.	430957.	2252902.	2341306.	84343.	0.	3032511.	3083343.
8WOODLAND	404	225323.	259735.	377724.	335194.	26589.	34708.	690372.	690372.
DOUGLAS									
9ORONDO	13	9393.	10714.	35545.	40883.	3044.	0.	50270.	53885.
9BRIDGEPORT	75	33091.	36878.	207870.	208597.	26275.	21760.	303875.	303875.
9PALISADES	102	7751.	8892.	23354.	23322.	0.	0.	31789.	32898.
9EASTMONT	206	231174.	255799.	1526924.	1631814.	155400.	25885.	2001403.	2001403.
9MANSFIELD	207	28655.	32624.	97153.	94990.	21987.	20181.	156250.	156250.
9WATERVILLE	209	66317.	75864.	164568.	156253.	6845.	5614.	256879.	256879.
FERRY									
10KELLER	3	5112.	5693.	30439.	31182.	0.	0.	45617.	46941.
10CURLEW	50	22516.	24810.	99731.	90431.	0.	0.	149925.	142920.
10HAZELMERE	60	2553.	2873.	15039.	13726.	0.	0.	18635.	17662.
10ORIENT	65	10344.	11410.	45323.	46149.	0.	0.	64522.	66415.
10INCHELIUM	70	22226.	24309.	117180.	123982.	1492.	0.	171705.	179098.
10REPUBLIC	309	53978.	59402.	191859.	204266.	6866.	0.	287729.	298694.
FRANKLIN									
11PASCO	1	595500.	674916.	2425144.	2626611.	505028.	224145.	4066422.	4066422.
11NORTH FRANKL	51	225587.	257209.	608503.	605098.	96427.	68210.	1093520.	1093520.
11STAR	54	8448.	9829.	8832.	7617.	12032.	11867.	29313.	29313.
11KAHLOTUS	56	46776.	53825.	56571.	36197.	48140.	61465.	162653.	162653.
GARFIELD									
12POMEROY	110	169114.	194391.	328261.	346412.	19234.	0.	606754.	630948.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
GRANT									
13GRAND COULEE	55	38853.	43491.	305372.	315395.	29105.	14445.	478587.	478587.
13WAHLUKE	73	4731.	5318.	39747.	45644.	0.	0.	48855.	55339.
13HARTLINE	128	31608.	36441.	59902.	51310.	12396.	16155.	113267.	113267.
13QUINCY	144	196265.	223532.	818026.	813537.	146055.	123277.	1307045.	1307045.
13WARDEN	146	83780.	95789.	292379.	290925.	123215.	112660.	556112.	556112.
13COULEE CITY	150	31411.	35867.	129474.	139130.	39622.	25511.	226310.	226310.
13SOAP LAKE	156	36464.	41092.	226751.	231187.	26267.	17204.	333325.	333325.
13ROYAL	160	81513.	92854.	349260.	349089.	109958.	98788.	619386.	619386.
13MOSES LAKE	161	446876.	504983.	2535496.	2702469.	228165.	3086.	3797072.	3797072.
13EPHRATA	165	157706.	178275.	895738.	957684.	164686.	82172.	1430401.	1430401.
13WILSON CREEK	167	31164.	35831.	86554.	77858.	23237.	27266.	159200.	159200.
GRAYS HARBOR									
14ABERDEEN	5	555426.	614471.	2153555.	2408955.	668211.	353766.	3762808.	3762808.
14HOQUIAM	28	417728.	466684.	1236391.	1251680.	92851.	28606.	1908591.	1908591.
14NORTH BEACH	64	215036.	243249.	215127.	265931.	23514.	0.	532089.	587592.
14MC CLEARY	65	23115.	25456.	114968.	129277.	0.	0.	152868.	169519.
14MONTESANO	66	152869.	169468.	573631.	562801.	0.	0.	807282.	813052.
14ELMA	68	152211.	163271.	647588.	686677.	43868.	0.	940962.	947243.
14TAHOLAH	77	16187.	18292.	33236.	41281.	0.	0.	114306.	124457.
14QUINAULT	97	50502.	56851.	172515.	180789.	24783.	10159.	290030.	290030.
14COSMOPOLIS	99	87317.	100032.	78507.	81162.	27872.	12502.	217796.	217796.
14SATSOP	104	6229.	6915.	23356.	28595.	0.	0.	29961.	35885.
14WISHKAH VALL	117	86945.	89916.	117395.	117401.	0.	0.	219962.	222939.
14OCOSTA	172	153795.	170182.	300601.	283993.	0.	0.	508586.	508364.
14OAKVILLE	400	40752.	45513.	161742.	170239.	0.	0.	281027.	294285.
ISLAND									
15OAK HARBOR	201	420679.	447012.	1752935.	1909683.	0.	0.	2871177.	3054258.

Table 3—Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
ISLAND									
15COUPEVILLE	204	101754.	112738.	221170.	237257.	79335.	52264.	495088.	495088.
15SOUTH WHIDBE	206	169279.	188415.	342017.	341344.	14139.	0.	564614.	568939.
JEFFERSON									
16CLEARWATER	20	24534.	27887.	20590.	17698.	5915.	5454.	76663.	76663.
16BRINNON	46	12608.	14214.	9711.	9324.	8733.	7515.	39295.	39295.
16QUILCENE	48	52079.	55659.	94312.	81674.	45745.	54802.	258658.	258658.
16CHIMACUM	49	93107.	102076.	201276.	188178.	15651.	19780.	429257.	429257.
16PORT TOWNSEN	50	251642.	276585.	663493.	666425.	73642.	45767.	1336386.	1336386.
KING									
17SEATTLE	1	16917818.	19155815.	31426394.	33600868.	15087519.	10675049.	72389968.	72389968.
17BLACK DIAMON	190	21093.	22839.	114140.	126013.	7794.	0.	148639.	154463.
17LESTER	195	26036.	30180.	10469.	56.	25554.	31823.	62764.	62764.
17FEDERAL WAY	210	1098519.	1199165.	5870921.	6356933.	1175339.	588681.	9093524.	9093524.
17ENUMCLAW	216	357160.	396023.	1440688.	1582622.	246814.	66017.	2238915.	2238915.
17MERCER ISLAN	400	630734.	703316.	2111015.	2167823.	1147531.	1018140.	4199702.	4199702.
17HIGHLINE	401	2767127.	3036887.	12235527.	13445811.	4924033.	3443989.	21867525.	21867525.
17VASHON ISLAN	402	175382.	193866.	748575.	810257.	177671.	97505.	1212772.	1212772.
17RENTON	403	3388778.	3860212.	4876367.	4710830.	3939614.	3633717.	13376575.	13376575.
17SKYKOMISH	404	37291.	41852.	63122.	61756.	32030.	28835.	145450.	145450.
17BELLEVUE	405	2535779.	2816850.	9422564.	10549583.	4841991.	3433900.	18207086.	18207086.
17SOUTH CENTRA	406	328787.	368400.	946217.	1013962.	444335.	336977.	1878699.	1878699.
17LOWER SNOQUA	407	116452.	129862.	411870.	416881.	99739.	81318.	674660.	674660.
17AUBURN	408	1229692.	1385678.	2968813.	3125722.	918335.	605439.	5557902.	5557902.
17TAHOMA	409	214915.	236192.	1127811.	1168265.	173763.	112032.	1645968.	1645968.
17SNOQUALMIE V	410	320593.	358666.	1146097.	1175322.	135513.	68215.	1720426.	1720426.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
KING									
17ISSAQUAH	411	586165.	644249.	3272203.	3450727.	513205.	276597.	4688457.	4688457.
17SHORELINE	412	1564395.	1719462.	7191593.	7996194.	3645297.	2685629.	13577113.	13577113.
17LAKE WASHING	414	1331490.	1475742.	5741366.	5992286.	2426559.	2031388.	10407731.	10407731.
17KENT	415	1363646.	1519658.	4967400.	5350212.	2939109.	2400285.	9955017.	9955017.
17NORTHSHORE	417	833068.	918574.	4075644.	4296284.	1382593.	1076446.	7018703.	7018703.
KITSAP									
18BREMERTON	100	814200.	904698.	3721927.	4104952.	313388.	0.	6170367.	6330503.
18BAINBRIDGE	303	235281.	265333.	842277.	893846.	250646.	169025.	1444353.	1444353.
18NORTH KITSAP	400	284457.	319343.	1218273.	1267032.	119034.	35390.	1898409.	1898409.
18CENTRAL KITS	401	285676.	315715.	1660175.	1770854.	0.	0.	2440276.	2580993.
18SOUTH KITSAP	402	429824.	476119.	2617608.	2723785.	0.	0.	3726409.	3878880.
KITTITAS									
19DAMMAN	7	6679.	7747.	2618.	244.	3215.	4520.	12620.	12620.
19EASTON	28	44443.	50887.	54150.	37815.	14938.	24830.	121089.	121089.
19THORP	400	30130.	33900.	94945.	91616.	2619.	2178.	142572.	142572.
19ELLENSBURG	401	379381.	423519.	1269235.	1357650.	262002.	129448.	2309549.	2309549.
19KITTITAS	403	68419.	77098.	223637.	217232.	40288.	38014.	363426.	363426.
19CLE ELUM-ROS	404	107496.	120237.	392510.	407199.	63034.	35603.	629149.	629149.
KLICKITAT									
20WISHRAM	94	11275.	12715.	82265.	88766.	37273.	29333.	138111.	138111.
20BICKLETON	203	35478.	40496.	67712.	57060.	0.	2945.	111168.	108479.
20CENTERVILLE	215	12286.	14100.	32473.	32080.	5959.	4538.	54802.	54802.
20TROUT LAKE	400	15184.	17229.	143634.	144596.	0.	0.	177143.	180150.
20GLENWOOD	401	20526.	23507.	81927.	92768.	14205.	383.	135881.	135881.
20KLICKITAT	402	18533.	20697.	155602.	157726.	25040.	20752.	209843.	209843.
20ROOSEVELT	403	9693.	11221.	20609.	19310.	3350.	3122.	34516.	34516.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
KLICKITAT									
20GOLDENDALE	404	120833.	135752.	418041.	437360.	38536.	4299.	657423.	657423.
20WHITE SALMON	405	106789.	119157.	523488.	554563.	60248.	16805.	791998.	791998.
20LYLE	406	30647.	34726.	188663.	194728.	49690.	39545.	305517.	305517.
LEWIS									
21NAPAVINE	14	30991.	34659.	173010.	184660.	0.	0.	244849.	260167.
21VADER	18	10647.	11816.	56226.	54485.	0.	0.	78495.	77922.
21EVALINE	36	3591.	4018.	16170.	17555.	844.	0.	22786.	23754.
21MOSSYROCK	206	129061.	148192.	178861.	180418.	57966.	37278.	470875.	470875.
21MORTON	214	132487.	151780.	234143.	218915.	0.	0.	508548.	512613.
21ADNA	226	29886.	33646.	152046.	154264.	94758.	88780.	310640.	310640.
21WINLOCK	232	53772.	59351.	301900.	318630.	19032.	0.	465345.	468622.
21BOISTFORT	234	34896.	40182.	63710.	58023.	20747.	21148.	141616.	141616.
21TOLEDO	237	106301.	120578.	270691.	261570.	17992.	12836.	471436.	471436.
21ONALASKA	300	75526.	85814.	253214.	261826.	34567.	15668.	433234.	433234.
21PE ELL	301	140784.	162909.	89598.	33422.	23771.	57822.	296225.	296225.
21CHEHALIS	302	227816.	256783.	1050371.	1091764.	86851.	16492.	1776733.	1776733.
21WHITE PASS	303	172136.	196682.	359278.	384520.	4582.	0.	718055.	763262.
21CENTRALIA	401	272715.	304803.	1562493.	1675942.	197425.	51887.	2345527.	2345527.
LINCOLN									
22EDWALL	5	22363.	25879.	23788.	18365.	19723.	21630.	71230.	71230.
22SPRAGUE	8	54484.	62500.	96435.	80584.	42290.	50126.	204476.	204476.
22ALMIRA	17	46736.	53931.	89392.	78741.	21854.	25310.	167874.	167874.
22CRESTON	73	32370.	37140.	100704.	93657.	30390.	32666.	177988.	177988.
22ODESSA	105	110945.	127536.	227864.	216071.	72281.	67484.	438463.	438463.
22WILBUR	200	86421.	98135.	175617.	161154.	52675.	55425.	351759.	351759.
22HARRINGTON	204	83379.	96478.	98836.	75542.	40906.	51101.	237614.	237614.
22DAVENPORT	207	97024.	111446.	202559.	193993.	31423.	25567.	352582.	352582.
22REARDAN	260	96566.	110058.	187896.	177949.	33405.	29860.	342603.	342603.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
MASON									
23SOUTHSIDE	42	15085.	16288.	68647.	75963.	0.	0.	90922.	99442.
23GRAPEVIEW	54	26324.	30244.	20090.	10597.	7887.	13460.	57389.	57389.
23HARSTINE	302	10878.	12581.	5438.	932.	0.	0.	16321.	13518.
23SHELTON	309	463648.	496558.	1438474.	1462022.	0.	0.	2036852.	2093311.
23MARY M KNIGH	311	38222.	41667.	92752.	94963.	0.	0.	158920.	164576.
23KAMILCHE VAL	401	8324.	8999.	25974.	28657.	0.	0.	38409.	41767.
23PIONEER	402	42644.	48332.	55352.	65232.	1028.	0.	114738.	129278.
23NORTH MASON	403	157615.	176850.	263751.	264179.	90452.	70788.	597724.	597724.
23HOOD CANAL	404	74161.	82335.	138267.	153615.	0.	0.	262405.	285928.
OKANOGAN									
24NESPELEM	14	7382.	8023.	86499.	99252.	20604.	7210.	161966.	161966.
24OMAK	19	144221.	161475.	686153.	737370.	0.	0.	1113562.	1182033.
24WINTHROP	103	24997.	27907.	146963.	154793.	0.	0.	201508.	212249.
24OKANOGAN	105	90223.	101687.	420037.	323432.	6496.	91638.	670217.	670217.
24BREWSTER	111	86058.	96778.	225556.	217231.	55336.	52922.	423205.	423205.
24RIVERSIDE	118	7471.	8402.	41457.	45779.	0.	0.	58791.	64045.
24PATEROS	122	39589.	44786.	146944.	144701.	28907.	25952.	258656.	258656.
24COULEE DAM	401	42176.	45419.	344773.	364825.	54927.	31631.	557987.	557987.
24TWISP	403	43947.	49375.	217301.	206470.	0.	0.	304001.	298597.
24TONASKET	404	118323.	134259.	414608.	429507.	0.	0.	631507.	662342.
24OROVILLE	410	106491.	120539.	430826.	485375.	22637.	0.	663003.	708963.
PACIFIC									
25OCEAN BEACH	101	165393.	187489.	363190.	337503.	17597.	21187.	611438.	611438.
25RAYMOND	116	149734.	168289.	382765.	380181.	54411.	38441.	637248.	637248.
25SOUTH BEND	118	81764.	90885.	281942.	275263.	13510.	11068.	444074.	444074.
25NASELLE GRAY	155	108159.	122583.	221728.	227164.	69664.	49804.	428632.	428632.
25WILLAPA VALL	160	114275.	129680.	200058.	185439.	48067.	47281.	397767.	397767.
25NORTH RIVER	200	29633.	34062.	46778.	40526.	8513.	10334.	85589.	85589.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS ACTUAL	LOCAL FUNDS COMMISSION	STATE FUNDS ACTUAL	STATE FUNDS COMMISSION	SPECIAL LEVIES ACTUAL	SPECIAL LEVIES COMMISSION	TOTAL FUNDS ACTUAL	TOTAL FUNDS COMMISSION
PEND OREILLE									
26NEWPORT	56	82697.	93402.	310018.	324720.	14870.	0.	516281.	526818.
26CUSICK	59	35469.	39722.	169582.	184607.	0.	0.	264243.	283521.
26SELKIRK	70	61359.	69405.	222309.	218535.	13188.	8916.	377677.	377677.
PIERCE									
27STEILACOOM	1	100730.	110662.	262306.	276165.	0.	0.	446895.	470685.
27PUYALLUP	3	712519.	788520.	4457795.	4766791.	679728.	294731.	6532526.	6532526.
27DU PONT	7	44479.	45961.	615549.	659706.	0.	0.	1042474.	1088112.
27TACOMA	10	3771163.	4238112.	17804785.	19326819.	5820849.	3831867.	32017347.	32017347.
27ANDERSON ISL	24	6907.	7956.	8395.	6279.	2429.	3495.	22252.	22252.
27UNIVERSITY P	83	262995.	291926.	1478136.	1607837.	172249.	13617.	2081098.	2081098.
27SUMNER	320	259155.	285769.	1603530.	1755386.	226500.	48027.	2309120.	2309120.
27DIERINGER	343	31752.	35659.	130869.	134970.	21090.	12881.	205021.	205021.
27ORTING	344	48256.	53067.	312103.	316563.	51670.	42399.	436106.	436106.
27CLOVER PARK	400	1115841.	1231948.	7460871.	8042639.	318121.	0.	12204159.	12583912.
27PENINSULA	401	279880.	313535.	1321349.	1390943.	313489.	210240.	2057674.	2057674.
27FRANKLIN PIE	402	483565.	528821.	3948031.	4359949.	492941.	35767.	5556380.	5556380.
27BETHEL	403	292362.	322433.	2126310.	2336904.	172530.	0.	2931007.	2999142.
27EATONVILLE	404	147239.	167304.	449982.	470474.	49445.	8889.	737614.	737614.
27CARBONADO	406	15337.	17537.	25309.	27447.	14081.	9742.	55178.	55178.
27WHITE RIVER	416	148811.	165878.	1367045.	1480740.	141554.	10792.	1742520.	1742520.
27FIFE	417	150707.	166626.	991564.	1068863.	87345.	0.	1410125.	1415998.
SAN JUAN									
28SHAW	10	7721.	8832.	10704.	7986.	0.	0.	18899.	17292.
28WALDRON	21	3726.	4347.	1965.	0.	0.	0.	5691.	4347.
28ORCAS	137	85046.	92539.	28115.	36175.	42204.	26651.	163617.	163617.
28LOPEZ	144	62024.	68094.	25921.	14645.	3022.	8227.	95592.	95592.
28SAN JUAN	149	140407.	152561.	57019.	48768.	30729.	26826.	245602.	245602.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS ACTUAL	LOCAL FUNDS COMMISSION	STATE FUNDS ACTUAL	STATE FUNDS COMMISSION	SPECIAL LEVIES ACTUAL	SPECIAL LEVIES COMMISSION	TOTAL FUNDS ACTUAL	TOTAL FUNDS COMMISSION
SKAGIT									
29BURLINGTON E	100	257459.	287337.	1105216,	1144940.	144510.	74909.	1694791.	1694791.
29SEDRO WOOLLE	101	308883.	344956.	1382422,	1506595.	114577.	0.	2054740.	2100408.
29CONCRETE	102	126897.	145273.	197553,	183618.	67655.	63213.	417594.	417594.
29ANACORTES	103	490921.	559984.	841655,	865911.	338729.	245410.	1844323.	1844323.
29LA CONNER	311	59446.	66998.	185438,	187866.	0.	0.	305654.	315634.
29CONWAY	317	34367.	38474.	158765,	180106.	0.	0.	225637.	251079.
29MT VERNON	320	371183.	414651.	1412654,	1470887.	383547.	281846.	2404944.	2404944.
SKAMANIA									
30SKAMANIA	2	20409.	23611.	28367,	21185.	0.	0.	109584.	105604.
30STEVENSON	3	104665.	116960.	181644,	173704.	7594.	3240.	1044352.	1044352.
30MOUNT PLEASA	29	2165.	2473.	6581,	6358.	5817.	5732.	29545.	29545.
30MILL A	31	6550.	7388.	10462,	17201.	0.	0.	110474.	118050.
30CARSON	301	19161.	21332.	15960,	9757.	57557.	61589.	296215.	296215.
SNOHOMISH									
31EVERETT	2	1024682.	2122524.	5417131,	5720511.	2118693.	1617472.	10689159.	10689159.
31LAKE STEVENS	4	189225.	206923.	1056197,	1174072.	128131.	0.	1503467.	1510910.
31MUKILTEO	6	440293.	493400.	1333587,	1535864.	541745.	286360.	2559042.	2559042.
31EDMONDS	15	2265455.	2477911.	11562546,	12315674.	3335041.	2369457.	18971710.	18971710.
31ARLINGTON	16	234016.	253625.	970577,	1021320.	164364.	94013.	1526466.	1526466.
31MARYSVILLE	25	427552.	472226.	2011813,	2188726.	253834.	32248.	3000427.	3000427.
31SULTAN	30	85319.	91649.	385857,	403017.	47756.	24266.	572837.	572837.
31INDEX	63	5972.	6814.	2123,	266.	6881.	7896.	15410.	15410.
31GOLD BAR	84	10647.	11652.	39700,	33328.	28393.	33760.	82438.	82438.
31MONROE	103	190811.	210850.	885396,	893368.	268948.	240937.	1468964.	1468964.
31CATHCART	109	21777.	23336.	163875,	186370.	687.	0.	200874.	224241.
31SNOHOMISH	201	387904.	422204.	1856898,	1945178.	168336.	45757.	2620082.	2620082.
31LAKEWOOD	306	36225.	39834.	208146,	212717.	32223.	24044.	296729.	296729.
31DARRINGTON	330	55224.	60490.	282794,	284464.	2043.	0.	399652.	404546.
31GRANITE FALL	332	68716.	75933.	290203,	295300.	35545.	23230.	430113.	430113.
31STANWOOD	401	224047.	252441.	628789,	592918.	0.	662.	953439.	946624.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
SPOKANE									
32SPOKANE	81	3885543.	4404628.	15153797.	16293758.	4861093.	3202048.	26712809.	26712809.
32ORCHARD PRAI	123	3891.	4402.	19696.	20814.	0.	0.	24314.	25944.
32GREAT NORTHE	312	3961.	4579.	7314.	6880.	7380.	7197.	19165.	19165.
32NINE MILE FA	325	10253.	11652.	47035.	51106.	11886.	6416.	70528.	70528.
32MEDICAL LAKE	326	77237.	83367.	1117817.	1175231.	0.	0.	1672982.	1736527.
32MEAD	354	315876.	355783.	1633819.	1879207.	306274.	20978.	2418663.	2418663.
32CENTRAL VALL	356	584720.	653364.	3671240.	3850612.	705499.	457483.	5362825.	5362825.
32FREEMAN	358	69780.	79452.	259825.	255861.	59406.	53698.	421306.	421306.
32CHENEY	360	224715.	252992.	1195597.	1319019.	0.	0.	1779786.	1931486.
32EAST VALLEY	361	278622.	317984.	884764.	865945.	143963.	123420.	1393119.	1393119.
32LIBERTY	362	141389.	163012.	246383.	224255.	52965.	53470.	486546.	486546.
32WEST VALLEY	363	328122.	369589.	1689070.	1801575.	259447.	105475.	2562619.	2562619.
32DEER PARK	414	96611.	107604.	512418.	540904.	12067.	0.	677535.	704946.
32RIVERSIDE	416	53351.	59413.	421354.	449385.	17500.	0.	543003.	559597.
STEVENS									
33MILL CREEK	16	2213.	2519.	12366.	14977.	1091.	0.	16525.	18352.
33BLUE CREEK	27	1742.	1950.	6084.	4623.	0.	430.	8405.	7581.
33ONION CREEK	30	5531.	6409.	2126.	46.	887.	2090.	8593.	8593.
33CHEWELAH	36	88176.	97865.	328910.	332332.	8818.	0.	468287.	472580.
33WELLPINIT	49	11066.	12178.	97734.	102623.	0.	0.	134837.	140838.
33MARCUS	50	9475.	10599.	37782.	42795.	7561.	1424.	58953.	58953.
33VALLEY	70	25710.	29497.	38686.	44184.	8430.	0.	77666.	78520.
33COLVILLE	115	168612.	187220.	735554.	823537.	0.	0.	1052866.	1159456.
33LOON LAKE	183	15519.	17886.	14035.	8973.	0.	2608.	31777.	31690.
33SUMMIT VALLE	202	3375.	3800.	13561.	15405.	0.	0.	18543.	20813.
33EVERGREEN	205	3618.	4098.	9604.	9194.	0.	0.	14706.	14775.
33COLUMBIA	206	24501.	27249.	133022.	137345.	0.	0.	179342.	186414.
33MARY WALKER	207	37550.	42249.	152834.	160836.	0.	0.	225298.	237999.
33NORTHPORT	211	41434.	46138.	132201.	131341.	0.	0.	195474.	199318.
33KETTLE FALLS	212	61707.	68142.	316615.	336435.	0.	0.	448500.	474755.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
THURSTON									
34YELM	2	143709.	160811.	540261.	535287.	74414.	62287.	834309.	834309.
34NORTH THURST	3	542572.	601531.	2454103.	2564306.	123301.	0.	3432402.	3478262.
34TUMWATER	33	299808.	335497.	1004126.	1109981.	0.	0.	1446181.	1587725.
34OLYMPIA	111	805012.	897375.	3350660.	3660915.	509589.	106970.	5660124.	5660124.
34RAINIER	307	26673.	29410.	136508.	141640.	21862.	13993.	211210.	211210.
34GRIFFIN	324	34004.	38305.	122008.	124195.	0.	0.	171202.	177690.
34LITTLEROCK	332	17695.	19247.	130433.	154491.	12215.	0.	170626.	184022.
34ROCHESTER	401	76527.	82969.	453395.	477721.	0.	0.	600278.	631046.
34TENINO	402	71691.	78890.	383294.	411197.	11484.	0.	513128.	536746.
WAHKIAKUM									
35WAHKIAKUM	200	86241.	97196.	304824.	311696.	30304.	12478.	460042.	460042.
WALLA WALLA									
36DIXIE	101	15100.	17499.	19395.	17026.	8134.	8104.	46210.	46210.
36WALLA WALLA	140	815697.	921696.	2747360.	2754552.	699323.	586133.	4826754.	4826754.
36COLLEGE PLAC	250	71717.	81710.	273831.	293906.	45336.	15268.	477565.	477565.
36TOUCHET	300	71174.	82158.	93942.	68258.	4621.	19320.	196079.	196079.
36COLUMBIA	400	129102.	148367.	158291.	118321.	88624.	109329.	426663.	426663.
36WAITSBURG	401	83977.	96423.	181092.	154452.	100408.	114603.	405168.	405168.
36PRESCOTT	402	150705.	174928.	97408.	65215.	34042.	42012.	314119.	314119.
WHATCOM									
37NEWHALEM	100	2181.	2183.	34344.	34489.	0.	0.	75579.	75726.
37DIABLO	105	2657.	2741.	23641.	28443.	612.	0.	52917.	57191.
37BELLINGHAM	501	1018303.	1135849.	3733307.	3961200.	81487.	0.	5628720.	5892673.
37FERNDALE	502	516758.	589572.	880241.	916826.	70029.	0.	1661557.	1700927.
37BLAINE	503	128302.	143846.	410322.	446598.	93563.	41744.	712481.	712481.
37LYNDEN	504	173391.	194677.	536254.	587763.	71284.	0.	871948.	873460.
37MERIDIAN	505	76685.	83875.	449587.	464071.	2762.	0.	593166.	612077.
37NOOKSACK VAL	506	135358.	151795.	431877.	457047.	95936.	54328.	740683.	740683.
37MOUNT BAKER	507	162893.	183044.	589395.	607677.	42140.	3709.	899715.	899715.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS ACTUAL	LOCAL FUNDS COMMISSION	STATE FUNDS ACTUAL	STATE FUNDS COMMISSION	SPECIAL LEVIES ACTUAL	SPECIAL LEVIES COMMISSION	TOTAL FUNDS ACTUAL	TOTAL FUNDS COMMISSION
WHITMAN									
38FARMINGTON	180	6218.	7194.	9496.	6771.	14661.	16411.	30689.	30689.
38HOOPER	226	10112.	11691.	13478.	10295.	10189.	11793.	35678.	35678.
38OAKESDALE	244	62502.	71283.	102901.	125979.	48952.	17093.	235779.	235779.
38LA CROSSE	260	86792.	97905.	94829.	85549.	69703.	67870.	270998.	270998.
38LAMONT	264	38918.	44751.	30319.	22863.	5434.	7056.	78061.	78061.
38TEKOA	265	47203.	53685.	127420.	123658.	32899.	30178.	228925.	228925.
38PULLMAN	267	321664.	363286.	1170436.	1263733.	446209.	311290.	2126891.	2126891.
38COLFAX	300	199923.	227155.	380968.	388708.	116833.	81860.	753468.	753468.
38PALOUSE	301	48400.	54756.	159045.	159249.	41013.	34453.	270725.	270725.
38GARFIELD	302	47995.	54654.	114638.	111099.	56192.	53073.	241794.	241794.
38STEPTOE	304	13045.	14957.	24616.	26216.	15163.	11651.	59539.	59539.
38COLTON	306	56455.	64899.	100901.	98964.	67813.	61306.	239586.	239586.
38ENDICOTT	308	71703.	82712.	86028.	81355.	81877.	75542.	254344.	254344.
38HAY	310	18203.	21135.	18733.	12125.	8863.	12539.	46013.	46013.
38ROSALIA	320	78207.	89212.	133827.	131351.	51634.	43106.	292042.	292042.
38ST JOHN	322	120283.	138472.	141808.	167701.	62380.	18298.	354880.	354880.
YAKIMA									
39UNION GAP	2	36148.	40930.	181636.	185107.	28857.	20603.	283838.	283838.
39NACHES VALLE	3	112948.	128071.	593736.	636901.	2555.	0.	826903.	882636.
39YAKIMA	7	1192828.	1351180.	5077466.	5782274.	739797.	0.	8471766.	8595129.
39DOROTHY	24	6930.	8073.	3479.	177.	11901.	14061.	22350.	22350.
39MOXEE	90	118874.	134329.	667522.	701852.	19994.	0.	909557.	939348.
39SELAH	119	139578.	156774.	933419.	985601.	88462.	19084.	1401260.	1401260.
39MABTON	120	40920.	45616.	297758.	313314.	36098.	15847.	477843.	477843.
39GRANDVIEW	200	167535.	189191.	1031227.	1115912.	10654.	0.	1579846.	1675533.
39SUNNYSIDE	201	267308.	300924.	1682299.	1879783.	28520.	0.	2409332.	2611912.
39TOPPENISH	202	187841.	211053.	1220871.	1445167.	49237.	0.	1844413.	2042684.
39HIGHLAND	203	91326.	103945.	377122.	393248.	65078.	36332.	608859.	608859.
39GRANGER	204	67701.	75730.	519675.	579915.	0.	0.	791817.	860086.
39ZILLAH	205	53562.	60664.	272369.	285767.	7407.	0.	391463.	404556.
39WAPATO	207	177444.	198849.	1309693.	1502052.	110801.	0.	2358883.	2461846.
39WEST VALLEY	208	202639.	228265.	1284864.	1424483.	122418.	0.	1835295.	1878122.
39MOUNT ADAMS	209	66517.	74703.	465076.	495148.	0.	0.	890785.	929043.

Table 3–Continued

SCHOOL DISTRICT	DIST. NO.	LOCAL FUNDS		STATE FUNDS		SPECIAL LEVIES		TOTAL FUNDS	
		ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION	ACTUAL	COMMISSION
TOTALS		92576781.	103817795.	332356330.	353354360.	83213124.	55754522.	580109860.	584890290.
DIFFERENCE			11241014.		20998028.		-27458602.		4780432.
PERCENT THAT ADDITIONAL FUNDS REDUCED SPECIAL LEVIES							85.2%		

Table 4 compares 1968-69 actual levy millages and total funding per student for each school district with what it would have been if the Commission's recommendations had been in effect. Any increase in total funds is listed also, as is the dollar change in special levies (a minus sign indicates a reduction in levies). Millage is based on 50 percent assessed value. School districts are listed by nine size categories (alphabetically by county within each size category).

Table 4

ACTUAL 1968-69 FUNDING VERSUS FUNDING USING COMMISSION RECOMMENDATIONS
COMPARISON BY DISTRICT SIZE
(Millage Based on 50% Assessed Value)

Group 1–Districts Larger than 20,000 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS)			INCREASE IN TOTAL FUNDS		TOTAL FUNDS PER PUPIL		
			ACTUAL	COM-MISSION	CHANGE	DOLLARS	PERCENT	ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
17SEATTLE	1	88074.	6.58	4.65	1.92	•0-	-.00	821.92	821.92	-4412470.
17HIGHLINE	401	29422.	17.69	12.37	5.32	•0-	-.00	743.25	743.25	-1480044.
17BELLEVUE	405	22733.	15.92	11.29	4.63	•0-	-.00	800.91	800.91	-1408091.
27TACOMA	10	35259.	12.22	8.05	4.18	•0-	-.00	908.05	908.05	-1988982.
31EDMONDS	15	27245.	14.97	10.64	4.33	•0-	-.00	696.34	696.34	-965584.
32SPOKANE	81	35456.	9.30	6.13	3.17	•0-	-.00	753.40	753.40	-1659045.

Group 2–Districts with 10,000-19,999 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS)			INCREASE IN TOTAL FUNDS		TOTAL FUNDS PER PUPIL		
			ACTUAL	COM-MISSION	CHANGE	DOLLARS	PERCENT	ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
6VANCOUVER	37	15122.	7.29	5.19	2.10	-0.	-.00	749.67	749.67	-519310.
17FEDERAL WAY	210	13556.	11.09	5.55	5.53	-0.	-.00	670.81	670.81	-586658.
17RENTON	403	14891.	7.89	7.28	.61	-0.	-.00	898.31	898.31	-305897.
17SHORELINE	412	16783.	21.96	16.18	5.78	-0.	-.00	808.97	808.97	-959668.
17LAKE WASHING	414	12777.	15.33	12.83	2.50	-0.	-.00	814.55	814.55	-395172.
17KENT	415	11651.	17.67	14.43	3.24	-0.	-.00	854.44	854.44	-538824.
27CLOVER PARK	400	14320.	2.50	.00	2.50	379753.	3.11	852.26	878.78	-318121.
31EVERETT	2	13583.	10.46	7.98	2.47	-0.	-.00	786.94	786.94	-501222.
39YAKIMA	7	12540.	4.54	.00	4.54	123363.	1.46	675.59	685.43	-739797.

Table 4—Continued

Group 3—Districts with 5,000-9,999 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	SPECIAL LEVY (MILLS) COM-MISSION	SPECIAL LEVY (MILLS) CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	INCREASE IN TOTAL FUNDS PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	TOTAL FUNDS PER PUPIL COM-MISSION	TOTAL FUNDS PER PUPIL CHANGE IN SPECIAL LEVY (DOLLARS)
3KENNEWICK	17	7437.	3.09	.00	3.09	160566.	3.73	650.51	674.79	-197937.
3RICHLAND	400	7722.	8.50	2.59	5.90	-0.	-.00	745.66	745.66	-358833.
4WENATCHEE	246	5827.	5.86	3.71	2.15	-0.	-.00	691.09	691.09	-196362.
5PORT ANGELES	21	5007.	.05	.00	.05	148497.	4.89	605.93	635.59	-2968.
6LONGVIEW	122	8610.	2.82	2.88	-.06	-0.	-.00	692.65	692.65	14788.
11PASCO	1	5365.	6.06	2.69	3.37	-0.	-.00	757.96	757.96	-280883.
13MOSES LAKE	161	5513.	3.84	.05	3.79	-0.	-.00	688.75	688.75	-225080.
14ABERDEEN	5	5226.	11.04	5.84	5.19	-0.	-.00	720.00	720.00	-314444.
17MERCER ISLAN	400	5232.	15.17	13.46	1.71	-0.	-.00	802.63	802.63	-129390.
17AUBURN	408	7667.	5.35	3.53	1.82	-0.	-.00	724.92	724.92	-312896.
17ISSAQUAH	411	6496.	8.36	4.50	3.85	-0.	-.00	721.76	721.76	-236608.
17NORTHSHORE	417	8748.	15.50	12.07	3.43	-0.	-.00	802.31	802.31	-306147.
18BREMERTON	100	8798.	3.28	.00	3.28	160135.	2.60	701.36	719.56	-313388.
18SOUTH KITSAP	402	5545.	.00	.00	.00	152472.	4.09	672.04	699.54	0.
27PUYALLUP	3	9533.	8.72	3.78	4.94	-0.	-.00	685.29	685.29	-384997.
27FRANKLIN PIE	402	8061.	10.63	.77	9.86	-0.	-.00	689.29	689.29	-457174.
32CENTRAL VALL	356	8329.	9.98	6.47	3.51	-0.	-.00	643.87	643.87	-248016.
34NORTH THURST	3	5731.	1.91	.00	1.91	45860.	1.34	598.92	606.93	-123301.
34OLYMPIA	111	6992.	5.32	1.12	4.20	-0.	-.00	809.47	809.47	-402619.
36WALLA WALLA	140	6423.	6.48	5.43	1.05	-0.	-.00	751.43	751.43	-113190.
37BELLINGHAM	501	8550.	.68	.00	.68	263952.	4.69	658.34	689.21	-81487.

Table 4–Continued

Group 4–Districts with 2,600-4,999 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	COM-MISSION	CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
2CLARKSTON	250	3087.	2.17	.00	2.17	59959.	3.13	619.86	639.28	-58649.
6EVERGREEN	114	4591.	1.02	.00	1.02	129169.	4.61	610.94	639.08	-38298.
6BATTLE GROUN	119	3660.	.00	.00	.00	63441.	2.68	647.34	664.67	0.
8KELSO	403	4995.	1.72	.00	1.72	50832.	1.68	607.13	617.31	-84343.
9EASTMONT	206	3268.	6.12	1.02	5.10	0.	.00	612.44	612.44	-129515.
14HOQUIAM	28	3073.	1.88	.58	1.30	-0.	-.00	621.12	621.12	-64245.
15OAK HARBOR	201	4324.	.00	.00	.00	183081.	6.38	663.96	706.29	0.
17ENUMCLAW	216	3307.	5.93	1.59	4.34	-0.	-.00	677.02	677.02	-180797.
18NORTH KITSAP	400	2727.	3.32	.99	2.34	-0.	-.00	696.07	696.07	-83645.
18CENTRAL KITS	401	3774.	.00	.00	.00	140717.	5.77	646.61	683.90	0.
19ELLENSBURG	401	3037.	5.62	2.78	2.85	-0.	-.00	760.57	760.57	-132554.
21CENTRALIA	401	3270.	6.08	1.60	4.48	-0.	-.00	717.37	717.37	-145537.
23SHELTON	309	3127.	.00	.00	.00	56458.	2.77	651.34	669.40	0.
27UNIVERSITY P	83	3434.	5.72	.45	5.27	-0.	-.00	605.94	605.94	-158632.
27SUMNER	320	3324.	8.11	1.72	6.39	-0.	-.00	694.63	694.63	-178473.
27PENINSULA	401	2675.	8.99	6.03	2.96	-0.	-.00	769.29	769.29	-103248.
27BETHEL	403	4359.	5.54	.00	5.54	68135.	2.32	672.42	688.05	-172530.
29SEDRO WOOLLE	101	2995.	3.10	.00	3.10	45668.	2.22	686.07	701.32	-114577.
29MT VERNON	320	3217.	8.63	6.34	2.29	-0.	-.00	747.65	747.65	-101701.
31MUKILTEO	6	3459.	4.87	2.57	2.29	-0.	-.00	739.86	739.86	-255384.
31MARYSVILLE	25	4574.	5.00	.63	4.36	-0.	-.00	655.94	655.94	-221586.
31SNOHOMISH	201	4015.	4.74	1.29	3.45	-0.	-.00	652.59	652.59	-122580.
32MEAD	354	3660.	7.46	.51	6.95	-0.	-.00	660.75	660.75	-285296.
32WEST VALLEY	363	3746.	6.14	2.50	3.65	-0.	-.00	684.02	684.02	-153973.
38PULLMAN	267	2796.	10.49	7.32	3.17	-0.	-.00	760.59	760.59	-134919.
39SUNNYSIDE	201	3680.	.82	.00	.82	202581.	8.41	654.66	709.70	-28520.
39TOPPENISH	202	2769.	2.06	.00	2.06	198271.	10.75	668.59	740.46	-49237.
39WAPATO	207	2816.	5.00	.00	5.00	102963.	4.36	837.69	874.25	-110801.
39WEST VALLEY	208	2791.	4.63	.00	4.63	42827.	2.33	657.47	672.81	-122418.

Table 4–Continued

Group 5–Districts with 1,600-2,599 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	SPECIAL LEVY (MILLS) COM-MISSION	SPECIAL LEVY (MILLS) CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	INCREASE IN TOTAL FUNDS PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	TOTAL FUNDS PER PUPIL COM-MISSION	TOTAL FUNDS PER PUPIL CHANGE IN SPECIAL LEVY (DOLLARS)
1OTHELLO	147	2088.	4.76	2.18	2.58	-0.	-.00	728.28	728.28	-84802.
3PROSSER	116	1984.	.58	.00	.58	134041.	10.31	655.47	723.04	-13677.
6WASHOUGAL	112	1748.	.00	.00	.00	50645.	4.18	692.35	721.32	0.
6CAMAS	117	2345.	3.21	2.77	.44	-0.	-.00	726.45	726.45	-30787.
13QUINCY	144	1768.	5.37	4.53	.84	-0.	-.00	739.37	739.37	-22778.
13EPHRATA	165	1882.	7.95	3.97	3.99	-0.	-.00	760.03	760.03	-82515.
17VASHON ISLAN	402	1694.	9.12	5.01	4.12	-0.	-.00	715.85	715.85	-80167.
17SOUTH CENTRA	406	2357.	9.84	7.46	2.38	-0.	-.00	796.99	796.99	-107358.
17TAHOMA	409	2358.	7.89	5.08	2.80	-0.	-.00	697.96	697.96	-61731.
17SNOQUALMIE V	410	2476.	3.24	1.63	1.61	-0.	-.00	694.87	694.87	-67298.
18BAINBRIDGE	303	2020.	8.04	5.42	2.62	-0.	-.00	715.18	715.18	-81621.
21CHEHALIS	302	2191.	2.95	.56	2.39	-0.	-.00	810.77	810.77	-70360.
27FIFE	417	2087.	5.38	.00	5.38	5873.	.42	675.64	678.45	-87345.
29BURLINGTON E	100	2509.	4.67	2.42	2.25	-0.	-.00	675.44	675.44	-69601.
29ANACORTES	103	2428.	4.86	3.52	1.34	-0.	-.00	759.69	759.69	-93319.
31LAKE STEVENS	4	2306.	6.26	.00	6.26	7443.	.50	652.08	655.30	-128131.
31ARLINGTON	16	2126.	8.12	4.64	3.48	-0.	-.00	717.98	717.98	-70351.
31MONROE	103	2013.	11.72	10.50	1.22	-0.	-.00	729.82	729.82	-28011.
32MEDICAL LAKE	326	2062.	.00	.00	.00	63545.	3.80	811.14	841.95	0.
32CHENEY	360	2519.	.00	.00	.00	151699.	8.52	706.42	766.63	0.
32EAST VALLEY	361	2024.	3.51	3.01	.50	-0.	-.00	688.47	688.47	-20543.
34TUMWATER	33	2371.	.00	.00	.00	141544.	9.79	609.94	669.64	0.
37FERNDALE	502	2456.	.89	.00	.89	39370.	2.37	676.54	692.57	-70029.
39SELAH	119	2070.	5.03	1.08	3.94	-0.	-.00	676.88	676.88	-69378.
39GRANDVIEW	200	2120.	.48	.00	.48	95687.	6.06	745.07	790.20	-10654.

Table 4—Continued

Group 6—Districts with 1,000-1,599 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS)			INCREASE IN TOTAL FUNDS		TOTAL FUNDS PER PUPIL		
			ACTUAL	COM-MISSION	CHANGE	DOLLARS	PERCENT	ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
4CASHMERE	122	1052.	9.61	5.07	4.54	-0.	-.00	713.30	713.30	-45571.
5SEQUIM	323	1245.	.00	.00	.00	20304.	2.40	679.66	695.97	0.
5QUILLAYUTE V	402	1154.	.00	.00	.00	35689.	4.45	694.94	725.88	0.
6RIDGEFIELD	122	1341.	.00	.00	.00	12305.	1.44	638.33	647.51	0.
8CASTLE ROCK	401	1482.	1.21	.00	1.21	13444.	1.54	588.94	598.01	-16724.
8WOODLAND	404	1031.	.74	.97	-.23	-0.	-.00	669.76	669.76	8119.
11NORTH FRANKL	51	1312.	2.99	2.12	.88	-0.	-.00	833.62	833.62	-28217.
14MONTESANO	66	1361.	.00	.00	.00	5769.	.71	592.96	597.20	0.
14ELMA	68	1458.	3.91	.00	3.91	6281.	.67	645.28	649.58	-43868.
16PORT TOWNSEN	50	1498.	2.91	1.81	1.10	-0.	-.00	891.92	891.92	-27875.
20WHITE SALMON	405	1179.	4.80	1.34	3.46	-0.	-.00	671.77	671.77	-43443.
21WHITE PASS	303	1007.	.18	.00	.18	45207.	6.30	712.89	757.78	-4582.
24OMAK	19	1575.	.00	.00	.00	68471.	6.15	706.87	750.34	0.
25RAYMOND	116	1016.	2.70	1.91	.79	-0.	-.00	627.35	627.35	-15971.
27DU PONT	7	1350.	.00	.00	.00	45638.	4.38	772.01	805.81	0.
27WHITE RIVER	416	1446.	7.81	.60	7.21	-0.	-.00	1204.79	1204.79	-130761.
31STANWOOD	401	1481.	.00	.02	-.02	-6815.	-.71	643.68	639.08	662.
32DEER PARK	414	1060.	1.06	.00	1.06	27412.	4.05	639.12	664.97	-12067.
33COLVILLE	115	1550.	.00	.00	.00	106590.	10.12	679.17	747.93	0.
34YELM	2	1233.	4.14	3.46	.67	-0.	-.00	676.87	676.87	-12128.
37BLAINE	503	1003.	5.61	2.50	3.11	-0.	-.00	710.39	710.39	-51819.
37LYNDEN	504	1299.	3.26	.00	3.26	1512.	.17	671.10	672.26	-71284.
37MERIDIAN	505	1004.	.38	.00	.38	18912.	3.19	590.93	609.77	-2762.
37NOOKSACK VAL	506	1077.	5.71	3.24	2.48	-0.	-.00	687.86	687.86	-41608.
37MOUNT BAKER	507	1189.	2.07	.18	1.88	-0.	-.00	756.97	756.97	-38432.
39NACHES VALLE	3	1282.	.17	.00	.17	55733.	6.74	644.97	688.45	-2555.
39MOXEE	90	1529.	1.25	.00	1.25	29791.	3.28	595.05	614.54	-19994.
39GRANGER	204	1126.	.00	.00	.00	68269.	8.62	703.15	763.77	0.
39MOUNT ADAMS	209	1065.	.00	.00	.00	38259.	4.29	886.00	924.05	0.

Table 4—Continued

Group 7—Districts with 500-999 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	SPECIAL LEVY (MILLS) COM-MISSION	SPECIAL LEVY (MILLS) CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	INCREASE IN TOTAL FUNDS PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	TOTAL FUNDS PER PUPIL COM-MISSION	TOTAL FUNDS PER PUPIL CHANGE IN SPECIAL LEVY (DOLLARS)
1RITZVILLE	160	596.	4.68	4.46	.22	-0.	-.00	940.17	940.17	-5862.
3KIONA BENTON	52	696.	.00	.00	.00	15062.	3.30	655.30	676.94	0.
3FINLEY	53	515.	7.35	5.20	2.15	-0.	-.00	796.58	796.58	-24262.
4LEAVENWORTH	126	692.	.00	.00	.00	14360.	3.07	674.66	695.40	0.
4CHELAN	129	939.	4.81	3.20	1.61	-0.	-.00	695.92	695.92	-23027.
4PESHASTIN-DR	200	519.	5.66	3.07	2.59	-0.	-.00	679.74	679.74	-13920.
5CAPE FLATTER	401	597.	.00	.00	.00	21247.	3.84	926.24	961.82	0.
6LACENTER	101	504.	1.59	.28	1.30	-0.	-.00	693.19	693.19	-10921.
7DAYTON	2	938.	2.87	1.66	1.21	-0.	-.00	750.93	750.93	-27484.
8KALAMA	402	746.	.00	.46	-.46	-1820.	-.38	642.91	640.47	12380.
12POMEROY	110	824.	.76	.00	.76	24194.	3.99	736.66	766.04	-19234.
13GRAND COULEE	55	606.	5.80	2.88	2.92	-0.	-.00	789.53	789.53	-14660.
13WARDEN	146	609.	10.15	9.28	.87	-0.	-.00	913.82	913.82	-10555.
13OYAL	160	737.	9.32	8.37	.95	-0.	-.00	840.71	840.71	-11170.
14NORTH BEACH	64	791.	.75	.00	.75	55503.	10.43	758.80	837.96	-23514.
14OCOSTA	172	761.	.00	.00	.00	-222.	-.04	668.41	668.12	0.
15COUPEVILLE	204	582.	6.95	4.58	2.37	-0.	-.00	850.65	850.65	-27071.
15SOUTH WHIDBE	206	920.	.70	.00	.70	4325.	.77	613.71	618.41	-14139.
16CHIMACUM	49	578.	1.68	2.13	-.44	-0.	-.00	743.01	743.01	4129.
17LOWER SNOQUA	407	958.	6.88	5.61	1.27	-0.	-.00	704.10	704.10	-18421.
19CLE ELUM-ROS	404	881.	4.67	2.64	2.03	-0.	-.00	713.73	713.73	-27431.
20GOLDENDALE	404	939.	2.53	.28	2.24	-0.	-.00	699.96	699.96	-34237.
21MOSSYROCK	206	550.	2.98	1.91	1.06	-0.	-.00	856.57	856.57	-20688.
21MORTON	214	691.	.00	.00	.00	4065.	.80	736.31	742.20	0.
21WINLOCK	232	693.	3.39	.00	3.39	3277.	.70	671.51	676.24	-19032.
21TOLEDO	237	684.	1.17	.84	.34	-0.	-.00	689.52	689.52	-5156.
21ONALASKA	300	552.	3.12	1.41	1.71	-0.	-.00	785.47	785.47	-18899.
22ODESSA	105	540.	4.29	4.01	.28	-0.	-.00	811.46	811.46	-4797.
23NORTH MASON	403	622.	4.57	3.58	.99	-0.	-.00	727.16	727.16	-19664.
24OKANOGAN	105	900.	.55	7.83	-7.27	-0.	-.00	744.65	744.65	85142.
24BREWSTER	111	530.	5.03	4.81	.22	-0.	-.00	798.32	798.32	-2415.
24COULEE DAM	401	736.	16.00	9.22	6.79	-0.	-.00	756.26	756.26	-23296.
24TONASKET	404	949.	.00	.00	.00	30835.	4.88	665.13	697.61	0.
24OROVILLE	410	944.	1.56	.00	1.56	45959.	6.93	702.45	751.14	-22637.

Table 4—Continued

Group 7—Continued

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	SPECIAL LEVY (MILLS) COM-MISSION	SPECIAL LEVY (MILLS) CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	INCREASE IN TOTAL FUNDS PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	TOTAL FUNDS PER PUPIL COM-MISSION	TOTAL FUNDS PER PUPIL CHANGE IN SPECIAL LEVY (DOLLARS)
25OCEAN BEACH	101	879.	.74	.89	-.15	-0.	-.00	695.47	695.47	3590.
25SOUTH BEND	118	683.	1.40	1.14	.25	-0.	-.00	649.72	649.72	-2442.
25NASELLE GRAY	155	525.	4.47	3.20	1.28	-0.	-.00	815.74	815.74	-19860.
25WILLAPA VALL	160	511.	2.85	2.81	.05	-0.	-.00	778.41	778.41	-786.
26NEWPORT	56	682.	1.33	.00	1.33	10537.	2.04	757.50	772.96	-14870.
27STEILACOOM	1	698.	.00	.00	.00	23790.	5.32	640.40	674.49	0.
27ORTING	344	712.	10.43	8.56	1.87	-0.	-.00	612.66	612.66	-9271.
27EATONVILLE	404	990.	2.29	.41	1.88	-0.	-.00	744.82	744.82	-40557.
29CONCRETE	102	529.	3.57	3.33	.23	-0.	-.00	790.06	790.06	-4442.
30STEVENSON	3	874.	.62	.27	.36	-0.	-.00	1194.62	1194.62	-4354.
31SULTAN	30	852.	7.41	3.77	3.65	-0.	-.00	672.34	672.34	-23490.
31DARRINGTON	330	622.	.38	.00	.38	4893.	1.22	642.41	650.28	-2043.
31GRANITE FALL	332	681.	4.60	3.00	1.59	-0.	-.00	631.39	631.39	-12314.
32LIBERTY	362	542.	2.34	2.37	-.02	0.	.00	897.29	897.29	505.
32RIVERSIDE	416	850.	2.82	.00	2.82	16594.	3.06	638.99	658.52	-17500.
33CHEWELAH	36	703.	.90	.00	.90	4293.	.92	666.39	672.50	-8818.
33KETTLE FALLS	212	619.	.00	.00	.00	26255.	5.85	724.61	767.03	0.
34ROCHESTER	401	827.	.00	.00	.00	30768.	5.13	725.85	763.05	0.
34TENINO	402	774.	1.55	.00	1.55	23617.	4.60	663.04	693.56	-11484.
35WAHKIAKUM	200	654.	2.67	1.10	1.57	-0.	-.00	703.06	703.06	-17826.
36COLLEGE PLAC	250	663.	2.67	.90	1.77	-0.	-.00	720.39	720.39	-30068.
38COLFAX	300	989.	4.29	3.01	1.29	-0.	-.00	761.84	761.84	-34973.
39MABTON	120	651.	7.51	3.30	4.21	-0.	-.00	733.63	733.63	-20251.
39HIGHLAND	203	873.	5.07	2.83	2.24	-0.	-.00	697.62	697.62	-28746.
39ZILLAH	205	613.	1.00	.00	1.00	13093.	3.34	638.37	659.72	-7407.

Table 4–Continued

Group 8–Districts with 200-499 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	COM-MISSION	CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
1WASHTUCNA	109	218.	3.61	4.10	-.48	-0.	-.00	943.44	943.44	3239.
1LIND	158	348.	4.13	4.10	.03	-0.	-.00	1057.65	1057.65	-556.
2ASOTIN	400	268.	4.60	6.22	-1.61	-0.	-.00	832.19	832.19	7655.
4MANSON	19	407.	10.37	9.33	1.04	-0.	-.00	790.15	790.15	-5583.
4ENTIAT	127	313.	10.41	7.30	3.11	0.	.00	809.05	809.05	-11518.
5CRESCENT	313	213.	.00	.00	.00	123.	.07	830.25	830.83	0.
6HOCKINSON	98	447.	2.96	.00	2.96	7105.	2.58	616.64	632.55	-14492.
6YACOLT	104	210.	.64	.07	.56	-0.	-.00	579.03	579.03	-2030.
8ROSE VALLEY	82	213.	.00	.00	.00	9526.	8.16	549.20	594.01	0.
8TOUTLE LAKE	130	457.	8.06	7.56	.50	0.	.00	1007.85	1007.85	-8638.
9BRIDGEPORT	75	384.	6.86	5.68	1.18	-0.	-.00	790.77	790.77	-4515.
9WATERVILLE	209	356.	.71	.58	.13	-0.	-.00	720.74	720.74	-1231.
10REPUBLIC	309	436.	1.25	.00	1.25	10965.	3.81	660.08	685.23	-6866.
13COULEE CITY	150	213.	8.71	5.61	3.10	-0.	-.00	1063.09	1063.09	-14111.
13SOAP LAKE	156	455.	5.69	3.73	1.96	-0.	-.00	731.79	731.79	-9063.
14MC CLEARY	65	284.	.00	.00	.00	16650.	10.89	537.42	595.95	0.
14QUINAULT	97	379.	3.69	1.51	2.17	-0.	-.00	765.47	765.47	-14624.
14COSMOPOLIS	99	315.	1.30	.59	.72	-0.	-.00	690.43	690.43	-15370.
14WISHKAH VALL	117	224.	.00	.00	.00	2977.	1.35	981.75	995.04	0.
14OAKVILLE	400	329.	.00	.00	.00	13258.	4.72	853.59	893.86	0.
16QUILCENE	48	275.	12.51	14.98	-2.48	-0.	-.00	940.68	940.68	9057.
17BLACK DIAMON	190	252.	2.65	.00	2.65	5824.	3.92	589.86	612.97	-7794.
19KITTITAS	403	434.	4.51	4.26	.25	-0.	-.00	838.22	838.22	-2273.
20KLICKITAT	402	293.	11.42	9.46	1.95	-0.	-.00	715.90	715.90	-4288.
20LYLE	406	308.	12.39	9.86	2.53	-0.	-.00	992.32	992.32	-10145.
21NAPAVINE	14	357.	.00	.00	.00	15318.	6.26	685.43	728.31	0.
21ADNA	226	310.	23.71	22.21	1.50	-0.	-.00	1000.94	1000.94	-5978.
21PE ELL	301	333.	.98	2.38	-1.40	-0.	-.00	889.40	889.40	34051.
22SPRAGUE	6	207.	5.18	6.14	-.96	-0.	-.00	989.91	989.91	7836.
22WILBUR	200	422.	4.45	4.68	-.23	-0.	-.00	833.08	833.08	2750.
22HARRINGTON	204	231.	3.11	3.88	-.77	0.	.00	1030.55	1030.55	10196.
22DAVENPORT	207	436.	2.16	1.76	.40	-0.	-.00	807.88	807.88	-5856.
22REARDAN	260	388.	2.43	2.17	.26	-0.	-.00	882.25	882.25	-3545.
23HOOD CANAL	404	403.	.00	.00	.00	23522.	8.96	651.50	709.90	0.

Table 4–Continued

Group 8–Continued

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS)			INCREASE IN TOTAL FUNDS		TOTAL FUNDS PER PUPIL		
			ACTUAL	COM-MISSION	CHANGE	DOLLARS	PERCENT	ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
24WINTHROP	103	267.	.00	.00	.00	10741.	5.33	754.74	794.97	0.
24PATEROS	122	287.	5.91	5.31	.60	-0.	-.00	900.20	900.20	-2954.
24IWISP	403	457.	.00	.00	.00	-5404.	-1.78	665.82	653.99	0.
26CUSICK	59	328.	.00	.00	.00	19278.	7.30	805.86	864.66	0.
26SELKIRK	70	484.	1.68	1.13	.54	-0.	-.00	780.55	780.55	-4272.
27DIERINGER	343	311.	2.94	1.79	1.14	-0.	-.00	659.78	659.78	-8209.
28SAN JUAN	149	314.	2.26	1.97	.29	0.	.00	782.60	782.60	-3904.
29LA CONNER	311	432.	.00	.00	.00	9980.	3.27	708.06	731.18	0.
29CONWAY	317	350.	.00	.00	.00	25442.	11.28	645.08	717.82	0.
30CARSON	301	332.	15.84	16.95	-1.11	-0.	-.00	893.10	893.10	4032.
31CATHCART	109	375.	.26	.00	.26	23367.	11.63	535.04	597.28	-687.
31LAKEWOOD	306	457.	5.09	3.79	1.29	-0.	-.00	648.89	648.89	-8179.
32FREEMAN	358	489.	5.97	5.40	.57	-0.	-.00	860.79	860.79	-5708.
33MARY WALKER	207	253.	.00	.00	.00	12701.	5.64	888.93	939.04	0.
33NORTHPORT	211	258.	.00	.00	.00	3844.	1.97	757.33	772.22	0.
34RAINIER	307	237.	7.77	4.97	2.80	-0.	-.00	890.09	890.09	-7869.
34GRIFFIN	324	282.	.00	.00	.00	6488.	3.79	608.05	631.09	0.
34LITTLEROCK	332	264.	4.56	.00	4.56	13396.	7.85	646.83	697.61	-12215.
36TOUCHET	300	219.	.42	1.75	-1.33	-0.	-.00	893.91	893.91	14700.
36COLUMBIA	400	433.	4.60	5.68	-1.08	-0.	-.00	986.37	986.37	20705.
36WAITSBURG	401	423.	8.06	9.20	-1.14	-0.	-.00	958.59	958.59	14194.
36PRESCOTT	402	236.	1.43	1.76	-.33	-0.	-.00	1333.16	1333.16	7970.
38OAKESDALE	244	232.	5.54	1.94	3.61	-0.	-.00	1017.74	1017.74	-31859.
38LA CROSSE	260	256.	6.32	6.15	.17	-0.	-.00	1060.45	1060.45	-1833.
38TEKOA	265	276.	5.02	4.60	.42	-0.	-.00	828.78	828.78	-2721.
38PALOUSE	301	369.	6.44	5.41	1.03	-0.	-.00	732.80	732.80	-6561.
38GARFIELD	302	246.	8.39	7.92	.47	-0.	-.00	984.43	984.43	-3119.
38COLTON	306	219.	8.00	7.23	.77	-0.	-.00	1095.10	1095.10	-6507.
38ROSALIA	320	300.	4.65	3.88	.77	-0.	-.00	972.73	972.73	-8528.
38ST JOHN	322	368.	3.40	1.00	2.40	-0.	-.00	964.48	964.48	-44082.
39UNION GAP	2	462.	3.51	2.50	1.00	-0.	-.00	614.00	614.00	-8253.

Table 4–Continued

Group 9–Districts Smaller than 200 Enrollment

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS) ACTUAL	COM-MISSION	CHANGE	INCREASE IN TOTAL FUNDS DOLLARS	PERCENT	TOTAL FUNDS PER PUPIL ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
1BENGE	122	14.	1.69	2.42	-.73	0.	.00	1964.86	1964.86	2400.
2ANATONE	310	77.	.00	.00	.00	-4893.	-4.61	1384.16	1320.33	0.
3PATERSON	50	14.	1.22	1.55	-.33	-0.	-.00	2214.14	2214.14	941.
4MONITOR	9	140.	3.49	7.60	-4.11	-0.	-.00	638.65	638.65	10555.
4STEHEKIN	69	5.	.70	2.84	-2.15	-0.	-.00	1274.61	1274.61	551.
4MALAGA	115	57.	.00	.00	.00	-3865.	-15.64	436.21	368.00	0.
5FAIRVIEW	321	76.	.00	.00	.00	16075.	26.65	789.07	999.34	0.
6GREEN MOUNTA	103	51.	.00	.00	.00	-3177.	-8.82	706.19	643.90	0.
7STARBUCK	35	44.	.96	1.77	-.81	-0.	-.00	1525.71	1525.71	4949.
8CARROLLS	118	146.	.00	.00	.00	10223.	12.24	573.16	643.35	0.
9ORONDO	13	72.	1.29	.00	1.29	3614.	7.19	697.04	747.15	-3044.
9PALISADES	102	17.	.00	.00	.00	1109.	3.49	1844.99	1909.37	0.
9MANSFIELD	207	143.	5.54	5.08	.45	-0.	-.00	1094.49	1094.49	-1806.
10KELLER	3	34.	.00	.00	.00	1324.	2.90	1355.23	1394.56	0.
10CURLEW	50	156.	.00	.00	.00	-7005.	-4.67	960.38	915.51	0.
10HAZELMERE	60	7.	.00	.00	.00	-973.	-5.22	2504.73	2373.89	0.
10ORIENT	65	79.	.00	.00	.00	1892.	2.93	821.31	845.40	0.
10INCHELIUM	70	199.	.66	.00	.66	7393.	4.31	863.40	900.58	-1492.
11STAR	54	6.	5.20	5.13	.07	-0.	-.00	4630.75	4630.75	-165.
11KAHLOTUS	56	104.	6.99	8.93	-1.94	-0.	-.00	1557.39	1557.39	13325.
13WAHLUKE	73	64.	.00	.00	.00	6484.	13.27	762.06	863.19	0.
13HARTLINE	128	115.	2.54	3.31	-.77	-0.	-.00	983.82	983.82	3759.
13WILSON CREEK	167	131.	4.93	5.79	-.86	-0.	-.00	1212.21	1212.21	4029.
14TAHOLAH	77	106.	.00	.00	.00	10151.	8.88	1074.41	1169.82	0.
14SATSOP	104	67.	.00	.00	.00	5925.	19.77	444.26	532.11	0.
16CLEARWATER	20	65.	.93	.86	.07	-0.	-.00	1177.43	1177.43	-461.
16BRINNON	46	44.	3.15	2.71	.44	-0.	-.00	890.85	890.85	-1219.
17LESTER	195	22.	5.19	6.46	-1.27	-0.	-.00	2810.76	2810.76	6269.
17SKYKOMISH	404	120.	6.01	5.41	.60	-0.	-.00	1207.65	1207.65	-3195.
19DAMMAN	7	8.	1.71	2.40	-.69	-0.	-.00	1515.02	1515.02	1305.
19EASTON	28	108.	2.14	3.56	-1.42	-0.	-.00	1119.85	1119.85	9891.
19THORP	400	168.	.66	.55	.11	-0.	-.00	849.71	849.71	-441.
20WISHRAM	94	124.	25.74	20.26	5.48	-0.	-.00	1110.84	1110.84	-7940.
20BICKLETON	203	105.	.00	.56	-.56	-2689.	-2.42	1063.30	1037.58	2945.

Table 4–Continued

Group 9–Continued

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS)			INCREASE IN TOTAL FUNDS		TOTAL FUNDS PER PUPIL		
			ACTUAL	COM-MISSION	CHANGE	DOLLARS	PERCENT	ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
20CENTERVILLE	215	69.	1.96	1.49	.47	-0.	-.00	794.12	794.12	-1421.
20TROUT LAKE	400	168.	.00	.00	.00	3007.	1.70	1055.17	1073.09	0.
20GLENWOOD	401	140.	4.69	.13	4.57	-0.	-.00	967.54	967.54	-13822.
20ROOSEVELT	403	17.	1.47	1.37	.10	-0.	-.00	2056.97	2056.97	-229.
21VADER	18	134.	.00	.00	.00	-572.	-.73	586.09	581.81	0.
21EVALINE	36	44.	1.18	.00	1.18	968.	4.25	515.40	537.30	-844.
21BOISTFORT	234	140.	3.67	3.75	-.07	-0.	-.00	1014.80	1014.80	401.
22EDWALL	5	64.	3.34	3.67	-.32	-0.	-.00	1120.85	1120.85	1907.
22ALMIRA	17	164.	3.02	3.49	-.48	-0.	-.00	1026.38	1026.38	3456.
22CRESTON	73	179.	6.20	6.67	-.46	-0.	-.00	994.96	994.96	2277.
23SOUTHSIDE	42	189.	.00	.00	.00	8520.	9.37	481.20	526.29	0.
23GRAPEVIEW	54	60.	1.07	1.82	-.76	-0.	-.00	960.16	960.16	5573.
23HARSTINE	302	5.	.00	.00	.00	-2803.	-17.17	3548.01	2938.74	0.
23MARY M KNIGH	311	168.	.00	.00	.00	5656.	3.56	947.14	980.84	0.
23KAMILCHE VAL	401	78.	.00	.00	.00	3358.	8.74	494.51	537.76	0.
23PIONEER	402	184.	.09	.00	.09	14540.	12.67	623.74	702.79	-1028.
24NESPELEM	14	171.	16.89	5.91	10.98	-0.	-.00	949.39	949.39	-13394.
24RIVERSIDE	118	90.	.00	.00	.00	5253.	8.94	656.08	714.70	0.
25NORTH RIVER	200	82.	1.80	2.18	-.38	-0.	-.00	1042.50	1042.50	1821.
27ANDERSON ISL	24	28.	1.08	1.56	-.48	-0.	-.00	804.21	804.21	1066.
27CARBONADO	406	78.	3.56	2.46	1.10	-0.	-.00	703.35	703.35	-4339.
28SHAW	10	3.	.00	.00	.00	-1607.	-8.50	7078.17	6476.24	0.
28WALDRON	21	3.	.00	.00	.00	-1344.	-23.62	1897.01	1448.96	0.
28ORCAS	137	180.	5.21	3.29	1.92	-0.	-.00	909.64	909.64	-15553.
28LOPEZ	144	96.	.45	1.24	-.78	-0.	-.00	994.71	994.71	5206.
30SKAMANIA	2	74.	.00	.00	.00	-3980.	-3.63	1482.87	1429.01	0.
30MOUNT PLEASA	29	22.	11.29	11.12	.17	-0.	-.00	1322.49	1322.49	-85.
30MILL A	31	78.	.00	.00	.00	7576.	6.86	1410.19	1506.89	0.
31INDEX	63	17.	4.86	5.58	-.72	-0.	-.00	931.12	931.12	1015.
31GOLD BAR	84	118.	16.50	19.62	-3.12	-0.	-.00	699.58	699.58	5367.
32ORCHARD PRAI	123	55.	.00	.00	.00	1630.	6.70	442.07	471.71	0.
32GREAT NORTHE	312	12.	7.12	6.94	.18	-0.	-.00	1611.87	1611.87	-183.
32NINE MILE FA	325	99.	5.00	2.70	2.30	-0.	-.00	709.25	709.25	-5469.
33MILL CREEK	18	20.	2.17	.00	2.17	1827.	11.06	825.85	917.15	-1091.

Table 4–Continued

Group 9–Continued

SCHOOL DISTRICT	DIST. NO.	ENROLL-MENT	SPECIAL LEVY (MILLS)			INCREASE IN TOTAL FUNDS		TOTAL FUNDS PER PUPIL		
			ACTUAL	COM-MISSION	CHANGE	DOLLARS	PERCENT	ACTUAL	COM-MISSION	CHANGE IN SPECIAL LEVY (DOLLARS)
33BLUE CREEK	27	17.	.00	1.21	-1.21	-824.	-9.80	502.98	453.68	430.
33ONION CREEK	30	10.	.59	1.39	-.80	-0.	-.00	887.73	887.73	1203.
33WELLPINIT	49	141.	.00	.00	.00	6001.	4.45	959.36	1002.05	0.
33MARCUS	50	86.	6.63	1.25	5.38	-0.	-.00	688.22	688.22	-6137.
33VALLEY	70	102.	2.19	.00	2.19	854.	1.10	761.43	769.81	-8430.
33LOON LAKE	183	40.	.00	.65	-.65	-87.	-.27	796.62	794.43	2608.
33SUMMIT VALLE	202	33.	.00	.00	.00	2269.	12.24	561.92	630.69	0.
33EVERGREEN	205	23.	.00	.00	.00	69.	.47	630.34	633.29	0.
33COLUMBIA	206	194.	.00	.00	.00	7072.	3.94	926.59	963.13	0.
36DIXIE	101	41.	2.03	2.02	.01	-0.	-.00	1124.34	1124.34	-29.
37NEWHALEM	100	68.	.00	.00	.00	147.	.19	1108.04	1110.19	0.
37DIABLO	105	42.	3.16	.00	3.16	4274.	8.08	1273.58	1376.44	-612.
38FARMINGTON	180	15.	9.01	10.09	-1.08	-0.	-.00	2077.81	2077.81	1749.
38HOOPER	226	26.	3.84	4.44	-.60	-0.	-.00	1389.89	1389.89	1604.
38LAMONT	264	52.	.93	1.20	-.28	-0.	-.00	1500.88	1500.88	1623.
38STEPTOE	304	62.	4.75	3.65	1.10	-0.	-.00	956.75	956.75	-3512.
38ENDICOTT	308	191.	7.45	6.87	.58	-0.	-.00	1329.35	1329.35	-6335.
38HAY	310	15.	1.82	2.58	-.76	-0.	-.00	2982.03	2982.03	3676.
39DOROTHY	24	12.	6.19	7.31	-1.12	-0.	-.00	1862.51	1862.51	2160.
AVERAGE			7.03	4.71	2.32					

PERCENT REDUCTION IN SPECIAL LEVIES 33.00

NUMBER OF SCHOOL DISTRICTS THAT HAVE A SPECIAL LEVY BUT RECEIVED NO INCREASE IN FUNDS 0

Tables 5 and 6 summarize the comparison of the Commission's recommendations with the special levy millage level required in 1968-69. For example, there were 10 districts in 1968-69 with a levy less than 0.5 mills. Based on Commission recommendations, there would have been 11 districts with levy millages less than 0.5 mills. Of the 10 actual districts in 1968-69, 8 would have received more funds than required to offset their levies. These same numbers expressed as percent of the total districts in the state are shown in columns 5-7 (column 1 being the levy ranges).

The average, standard deviation minimum and maximum percent reductions in the 1968-69 levies is listed in columns 8-11. That is, districts with levies less than 0.5 mills had an average reduction of 31 percent with a standard deviation of 149.6 percent. The "minimum" reduction was a 318.1 percent *increase,* and the maximum reduction was 100 percent.

Columns 12-14 list the percent of the state's total assessed value included in the school districts with the levy levels shown. For example, those districts with levies less than 0.5 mills had 1.5 percent of the state's assessed value in 1968-69. Under the Commission's recommendations, districts with levies in that bracket would have had 2.0 percent of the state's assessed value. The 8 districts at this level getting excess funds had 1.3 percent of the assessed value.

Table 6 is an accumulation of the values listed in Table 5. For example, there were 224 districts with levies less than 5 mills in 1968-69 and there would have been 260 districts if the Commission's recommendations had been in effect.

SPECIAL LEVY RANGE (MILLS)	NUMBER OF DISTRICTS WITH SPECIAL LEVIES IN THAT RANGE			PERCENT OF DISTRICTS WITH SPECIAL LEVIES IN THAT RANGE		
	ACTUAL	COMMISSION	GETTING MORE TOTAL FUNDS	ACTUAL	COMMISSION	GETTING MORE TOTAL FUNDS
0.	77	124	60	23.3	37.6	18.2
.0- .5	10	11	8	3.0	3.3	2.4
.5- 1.0	22	18	9	6.7	5.5	2.7
1.0- 1.5	17	16	9	5.2	4.8	2.7
1.5- 2.0	13	19	5	3.9	5.8	1.5
2.0- 3.0	29	29	10	8.8	8.8	3.0
3.0- 4.0	26	28	8	7.9	8.5	2.4
4.0- 5.0	30	15	3	9.1	4.5	.9
5.0- 6.0	28	22	3	8.5	6.7	.9
6.0- 8.0	30	22	2	9.1	6.7	.6
8.0-11.0	26	13	2	7.9	3.9	.6
11.0-15.0	9	8	0	2.7	2.4	.0
15.0-24.0	12	5	0	3.6	1.5	.0
OVER 24	1	0	0	.3	.0	.0
TOTAL	330	330	119	100.0	100.0	36.1

SPECIAL LEVY LESS THAN (MILLS)	NUMBER OF DISTRICTS WITH SPECIAL LEVIES IN THAT RANGE			PERCENT OF DISTRICTS WITH SPECIAL LEVIES IN THAT RANGE		
	ACTUAL	COMMISSION	GETTING MORE TOTAL FUNDS	ACTUAL	COMMISSION	GETTING MORE TOTAL FUNDS
0.	77	124	60	23.3	37.6	18.2
.5	87	135	68	26.4	40.9	20.6
1.0	109	153	77	33.0	46.4	23.3
1.5	126	169	86	38.2	51.2	26.1
2.0	139	188	91	42.1	57.0	27.6
3.0	168	217	101	50.9	65.8	30.6
4.0	194	245	109	58.8	74.2	33.0
5.0	224	260	112	67.9	78.8	33.9
6.0	252	282	115	76.4	85.5	34.8
8.0	282	304	117	85.5	92.1	35.5
11.0	308	317	119	93.3	96.1	36.1
15.0	317	325	119	96.1	98.5	36.1
24.0	329	330	119	99.7	100.0	36.1
99.0	330	330	119	100.0	100.0	36.1

Table 5

EFFECTS OF COMMISSION RECOMMENDATIONS ON ACTUAL 1968-69 SPECIAL LEVIES COMPARISON BY LEVEL OF 1968-69 SPECIAL LEVY MILLAGE

PERCENT REDUCTION IN 1968-69 LEVIES				PERCENT ASSESSED VALUE OF DISTR.		
AVG.	STD. DEV.	MIN.	MAX.	ACTUAL	COMMISSION	GETTING MORE TOTAL FUNDS
.0	.0	-.0	-.0	6.3	18.1	5.4
31.0	149.6	-318.1	100.0	1.5	2.0	1.3
-44.3	302.4	-1310.7	100.0	4.1	3.6	2.9
49.6	61.5	-70.7	100.0	1.6	2.1	.9
33.4	61.3	-43.3	100.0	1.9	2.8	1.2
49.2	46.6	-66.2	100.0	6.5	7.8	2.0
38.9	55.4	-117.6	100.0	5.0	6.0	2.1
34.1	38.5	-35.1	100.0	6.6	21.4	1.6
41.4	35.4	-24.5	100.0	6.1	5.9	.6
34.7	34.0	-27.7	100.0	30.1	13.2	.4
31.4	25.2	-14.1	92.7	11.8	6.6	.2
21.1	22.2	-19.8	49.9	7.6	9.1	.0
20.1	21.9	-18.9	65.0	10.6	1.5	.0
21.3	.0	21.3	21.3	.0	.0	.0
22.9	90.6	-1310.7	100.0	100.0	100.0	18.5

Table 6

ACCUMULATED VALUES OF TABLE 5

PERCENT ASSESSED VALUE OF DISTR.		
ACTUAL	COMMISSION	GETTING MORE TOTAL FUNDS
6.3	18.1	5.4
7.8	20.0	6.7
11.9	23.7	9.6
13.5	25.8	10.5
15.5	28.6	11.7
22.0	36.4	13.6
27.1	42.3	15.7
33.7	63.7	17.4
39.9	69.6	18.0
70.0	82.8	18.3
81.8	89.4	18.5
89.4	98.5	18.5
100.0	100.0	18.5
100.0	100.0	18.5

Table 7 shows the effects of the Commission's recommendations on the school districts in each of the nine size categories listed. The minus signs in the listing of average percent *reductions* in local, state, special levy, and total funds indicate *increased* funding. The listing of percent of total levies in the state (at the bottom right-hand corner of the table) shows the percent of the total levy dollars in the state represented by the districts in that size group. For example, the 6 districts with more than 20,000 studentshad 46.7 percent of the levies in the state in 1968-69. With the Commission's recommendations they would have had 48.3 percent of the levies.

Table 7
EFFECTS OF COMMISSION RECOMMENDATIONS ON ACTUAL 1968-69 FUNDING COMPARISON BY SIZE OF SCHOOL DISTRICT

SIZE GROUP	ENROLLMENT RANGE	TOTAL NUMBER OF DISTRICTS	TOTAL NUMBER OF STUDENTS	AVERAGE PERCENT REDUCTION LOCAL FUNDS	AVERAGE PERCENT REDUCTION STATE FUNDS	AVERAGE PERCENT REDUCTION SPECIAL LEVIES	AVERAGE PERCENT REDUCTION TOTAL FUNDS	AVG. SPECIAL LEVY (MILLS) ACTUAL	AVG. SPECIAL LEVY (MILLS) COMM.
1	20000-99999	6	238189	-12.40	-8.12	30.65	-.00	9.49	6.58
2	10000-19999	9	125223	-11.77	-6.84	25.46	-.51	10.41	7.76
3	5000- 9999	21	146812	-11.91	-5.95	42.88	-.92	5.89	3.37
4	2600- 4999	29	100540	-11.11	-7.85	65.62	-1.98	4.37	1.50
5	1600- 2599	25	54003	-12.47	-5.29	39.50	-1.79	4.24	2.56
6	1000- 1599	29	36346	-12.00	-4.18	58.38	-2.30	2.01	.84
7	500- 999	59	42428	-12.71	-1.41	28.83	-1.19	2.78	1.98
8	200- 499	65	21332	-13.05	.79	9.00	-1.30	3.77	3.43
9	0- 199	87	6886	-13.42	3.05	-.25	-1.56	2.71	2.72
	TOTAL	330	771760	-12.14	-6.32	33.00	-.82	7.03	4.71

EFFECT ON AVERAGE FUNDING PER PUPIL

SIZE GROUP	LOCAL FUNDS ACTUAL	LOCAL FUNDS COMM.	STATE FUNDS ACTUAL	STATE FUNDS COMM.	SPECIAL LEVIES ACTUAL	SPECIAL LEVIES COMM.	TOTAL FUNDS ACTUAL	TOTAL FUNDS COMM.	PERCENT OF TOTAL SP. LEVIES IN STATE ACTUAL	PERCENT OF TOTAL SP. LEVIES IN STATE COMM.
1	134.9	151.7	409.8	443.1	163.2	113.2	798.4	798.4	46.7	48.3
2	118.3	132.2	423.3	452.3	152.6	113.7	791.5	795.5	23.0	25.5
3	101.1	113.2	441.2	467.5	74.2	42.4	705.7	712.2	13.1	11.2
4	92.1	102.3	449.6	484.8	49.0	16.6	673.8	687.2	5.9	3.0
5	114.6	128.9	444.1	467.6	63.3	38.3	713.6	726.3	4.1	3.7
6	112.7	126.2	462.2	481.5	28.3	11.8	709.8	726.1	1.2	.8
7	141.7	159.7	425.1	431.1	53.0	37.7	734.9	743.7	2.7	2.9
8	172.4	194.9	446.4	442.8	93.5	85.1	811.8	822.4	2.4	3.3
9	223.0	252.9	497.9	482.7	105.8	106.1	965.6	980.6	.9	1.3
TOTAL	120.0	134.5	430.6	457.9	107.8	72.2	751.7	757.9	100.0	100.0

Appendix K

NONHIGH SCHOOL DISTRICTS BENEFITING FROM SECONDARY WEIGHTING FACTOR REDUCTION

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NONHIGH SCHOOL DISTRICTS BENEFITING FROM SECONDARY WEIGHTING FACTOR REDUCTION

Only 32 of the 77 nonhigh school districts in the state would receive additional money as a result of a reduction in the secondary weighting factor with a compensating increase in the guarantee. The rest receive little or no money through the apportionment formula, and therefore would not benefit from this adjustment.

The 32 districts and the funds they would receive are shown in the attached table. These funds vary from $3.60 per student to $128.20 per student, with only 4 districts receiving more than $50 per student. Only 2 districts receive more than $10,000 in this manner and 7 receive less than $1,000.

Because of the large variation in the amount per student received, the subtraction of these funds via the formula appears rather complex. As both the number of districts and the amount of money involved are relatively small, it would appear simpler for SPI to adjust manually the accounts for these districts if such an adjustment is justified.

FUNDS TO NONHIGH SCHOOL DISTRICTS FROM ELIMINATING SECONDARY FACTOR

County	District	District No.	Reduction Required Amount	Reduction Required Amount per Pupil
4	Monitor	9	$-2878.	$-20.6
4	Stehekin	69	-336.	-63.1
6	Hockinson	98	-3926.	-8.8
6	Yacolt	104	-4642.	-22.2
8	Carrolls	118	-2390.	-16.4
9	Orondo	13	-1253.	-17.4
14	Cosmopolis	99	-6958.	-22.1
16	Clearwater	20	-1365.	-21.0
17	Black Diamond	190	-5151.	-20.4
20	Centerville	215	-1484.	-21.5
20	Roosevelt	403	-2152.	-128.2
21	Evaline	36	-1393.	-31.5
22	Edwall	5	-947.	-14.9
23	Pioneer	402	-4966.	-27.0
24	Nespelem	14	-9165.	-53.7
27	Anderson Island	24	-1266.	-45.7
27	Dieringer	343	-8603.	-27.7
27	Carbonado	406	-2114.	-26.9
31	Mukilteo	6	-58095.	-16.8
31	Index	63	-344.	-20.8
31	Cathcart	109	-1341.	-3.6
31	Lakewood	306	-4720.	-10.3
32	Great Northern	312	-597.	-50.3
32	Nine Mile Falls	325	-2150.	-21.6
33	Mill Creek	18	-715.	-35.8
33	Loon Lake	183	-712.	-17.8
36	Dixie	101	-2008.	-48.9
36	College Place	250	-16097.	-24.3
37	Diablo	105	-866.	-20.8
38	Steptoe	304	-1586.	-25.5
39	Union Gap	2	-6629.	-14.3

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Appendix L

EFFECT OF THE SMALL SCHOOL WEIGHTING FACTORS

EFFECT OF THE SMALL SCHOOL WEIGHTING FACTORS

Most of the smaller school districts with high funding per pupil receive remote and necessary funds. Very few of the districts with low funding per pupil receive these funds. As shown in the table below, there were 209 school districts with fewer than 1,000 students in 1968-69. Of these, 122 received remote and necessary funds. Nearly 89 percent of those districts with net revenue[1] per pupil greater than $700 received remote and necessary funds. Only 48 percent of the districts with less than $700 per pupil received these funds, and only 4 of the 35 districts with less than $550 per pupil received these funds.

Table 1

COMPARISON OF REVENUE LEVEL VS. REMOTE AND NECESSARY FUNDING

Net Dollars Per Pupil (Minimum)	Number of School Districts: Total	Number of School Districts: Receiving Remote and Necessary Funds
$2,000	2	1
1,000	13	10
900	4	2
800	11	11
750	12	12
700	12	12
650	28	22
600	46	33
550	46	15
500	19	2
400	11	2
below 400	5	0
	209	122

The attached table lists each of the districts smaller than 1,000 students in descending order based on net revenue per pupil. Revenue is based on Commission formula recommendations, the use of new staff weighting factors, and 30 students per teacher. Minor changes in this table occur if either actual salaries or a state salary schedule is used as the basis.

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[1] Total funds less special levies, state transportation, and Federal funds.

Table 2

EFFECT OF FORMULA RECOMMENDATIONS AND NEW STAFF WEIGHTING FACTORS ON SMALL SCHOOL DISTRICTS

		Remote[1]	Nonhigh[1]	FTE	Dollars Per Pupil				
					Gross	Special Levy	Transportation	Federal	Net
28SHAW	10	1	0	3.	6476.	0.	2986.	177.	3313.
23HARSTINE	302	0	0	5.	2939.	0.	0.	0.	2939.
10HAZELMERE	60	1	0	7.	2505.	0.	618.	140.	1746.
3PATERSON	50	1	1	14.	2214.	208.	448.	0.	1559.
11STAR	54	0	0	6.	4631.	1875.	1197.	0.	1559.
38HAY	310	0	0	15.	2982.	813.	629.	2.	1539.
28WALDRON	21	1	1	3.	1449.	0.	0.	0.	1449.
17LESTER	195	1	1	22.	2811.	1425.	0.	1.	1385.
9PALISADES	102	1	0	17.	2001.	0.	636.	28.	1338.
20ROOSEVELT	403	1	0	17.	2057.	98.	647.	13.	1299.
37DIABLO	105	1	0	42.	1434.	0.	0.	177.	1257.
4STEHEKIN	69	1	0	5.	1275.	58.	0.	79.	1138.
37NEWHALEM	100	1	0	68.	1151.	0.	0.	20.	1131.
1BENGE	122	0	0	14.	1965.	558.	399.	0.	1008.
38LAMONT	264	1	1	52.	1501.	136.	352.	10.	1003.
20TROUT LAKE	400	1	1	168.	1122.	0.	75.	66.	981.
19DAMMAN	7	0	0	8.	1515.	543.	0.	13.	959.
14WISHKAH VALL	117	1	1	224.	1038.	0.	68.	17.	954.
38FARMINGTON	180	0	0	15.	2078.	1111.	0.	19.	948.
2ANATONE	310	1	1	77.	1378.	0.	196.	286.	896.
17SKYKOMISH	404	1	1	120.	1208.	183.	96.	54.	874.
28LOPEZ	144	1	1	96.	995.	28.	86.	16.	866.
25NORTH RIVER	200	1	1	82.	1043.	66.	112.	6.	859.
13WILSON CREEK	167	1	1	131.	1212.	156.	126.	82.	849.
20BICKLETON	203	1	1	105.	1065.	0.	183.	34.	848.
36PRESCOTT	402	1	1	236.	1333.	178.	260.	53.	842.
19EASTON	28	1	1	108.	1120.	175.	85.	25.	834.
11KAHLOTUS	56	1	1	104.	1557.	538.	157.	46.	816.
20GLENWOOD	401	1	1	140.	1017.	0.	130.	76.	811.
28ORCAS	137	1	1	180.	910.	96.	0.	7.	807.
20WISHRAM	94	1	1	124.	1111.	182.	90.	40.	799.
10KELLER	3	1	0	34.	1452.	0.	402.	253.	797.

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[1] Numeral 1 = yes; Zero = no.

Table 2–Continued

		Remote[1]	Nonhigh[1]	FTE	Dollars Per Pupil				
					Gross	Special Levy	Transportation	Federal	Net
38ENDICOTT	308	1	1	191.	1329.	348.	170.	17.	795.
22ALMIRA	17	1	1	164.	1026.	105.	127.	5.	790.
13HARTLINE	128	1	1	115.	984.	91.	94.	18.	780.
19THORP	400	1	1	168.	888.	0.	59.	54.	775.
5CAPE FLATTER	401	1	1	597.	1003.	0.	66.	162.	774.
5CRESCENT	313	1	1	213.	875.	0.	67.	43.	765.
9MANSFIELD	207	1	1	143.	1094.	91.	216.	23.	764.
23MARY M KNIGH	311	1	1	168.	1026.	0.	189.	76.	761.
33WELLPINIT	49	1	1	141.	1053.	0.	133.	161.	760.
33COLUMBIA	206	1	1	194.	1012.	0.	175.	77.	760.
13COULEE CITY	150	1	1	213.	1063.	73.	172.	79.	739.
38ROSALIA	320	1	1	300.	973.	98.	91.	46.	737.
36TOUCHET	300	1	1	219.	894.	42.	59.	61.	732.
33MARY WALKER	207	1	1	253.	987.	0.	147.	108.	731.
38OAKESDALE	244	1	1	232.	1018.	28.	222.	38.	729.
1WASHTUCNA	109	1	1	218.	943.	79.	88.	50.	727.
38GARFIELD	302	1	1	246.	984.	172.	66.	23.	723.
7STARBUCK	35	1	0	44.	1526.	208.	129.	467.	722.
34RAINIER	307	1	1	237.	890.	16.	111.	47.	716.
22CRESTON	73	1	1	179.	995.	138.	119.	27.	711.
38LA CROSSE	260	1	1	256.	1060.	224.	108.	25.	704.
24PATEROS	122	1	1	287.	900.	46.	74.	80.	701.
13GRAND COULEE	55	1	1	606.	804.	0.	38.	69.	697.
10INCHELIUM	70	1	1	199.	947.	0.	123.	127.	696.
22HARRINGTON	204	1	1	231.	1031.	177.	143.	15.	695.
38TEKOA	265	1	1	276.	829.	66.	45.	26.	692.
5FAIRVIEW	321	0	0	76.	1038.	0.	281.	66.	691.
39DOROTHY	24	0	0	12.	1863.	1172.	0.	0.	691.
33KETTLE FALLS	212	1	1	619.	810.	0.	66.	56.	688.
38COLTON	306	1	1	219.	1095.	239.	160.	16.	680.
21BOISTFORT	234	1	1	140.	1015.	103.	110.	122.	679.
28SAN JUAN	149	1	1	314.	783.	43.	54.	7.	679.
38ST JOHN	322	1	1	368.	964.	8.	251.	26.	679.
1LIND	158	1	1	348.	1058.	203.	144.	33.	677.
38STEPTOE	304	0	0	62.	957.	149.	127.	4.	677.
19KITTITAS	403	1	1	434.	838.	43.	81.	38.	676.

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[1] Numeral 1 = yes; Zero = no.

Table 2—Continued

		Remote[1]	Nonhigh[1]	FTE	Dollars Per Pupil Gross	Special Levy	Transportation	Federal	Net
14OAKVILLE	400	1	1	329.	938.	0.	55.	210.	673.
33ONION CREEK	30	0	0	10.	888.	216.	0.	0.	672.
14NORTH BEACH	64	1	1	701.	879.	0.	137.	74.	668.
22SPRAGUE	8	1	1	207.	990.	200.	115.	7.	667.
2ASOTIN	400	1	1	268.	832.	69.	73.	25.	666.
20LYLE	406	1	1	308.	992.	86.	157.	83.	666.
22REARDAN	260	1	1	388.	882.	34.	155.	29.	664.
32LIBERTY	362	1	1	542.	897.	57.	147.	37.	657.
33VALLEY	70	0	1	102.	813.	0.	136.	20.	657.
22DAVENPORT	207	1	1	436.	808.	16.	113.	23.	656.
27EATONVILLE	404	0	1	990.	776.	0.	77.	48.	651.
33NORTHPORT	211	1	1	258.	816.	0.	108.	57.	651.
24WINTHROP	103	1	1	267.	840.	0.	91.	99.	650.
36COLUMBIA	400	1	1	433.	986.	213.	53.	71.	650.
1RITZVILLE	160	1	1	596.	940.	156.	112.	23.	649.
9BRIDGEPORT	75	1	1	384.	791.	15.	66.	60.	649.
3FINLEY	53	1	1	515.	797.	72.	42.	35.	647.
4ENTIAT	127	1	1	313.	809.	44.	80.	38.	646.
12POMEROY	110	0	1	824.	808.	0.	89.	72.	646.
36DIXIE	101	0	0	41.	1124.	159.	294.	26.	645.
13SOAP LAKE	156	1	1	455.	734.	0.	38.	56.	640.
20GOLDENDALE	404	0	1	939.	737.	0.	48.	50.	638.
25WILLAPA VALL	160	1	1	511.	778.	53.	56.	31.	638.
13WARDEN	146	1	1	609.	914.	145.	84.	48.	637.
26NEWPORT	56	1	1	682.	815.	0.	83.	95.	636.
34TENINO	402	0	1	774.	732.	0.	72.	25.	636.
7DAYTON	2	0	1	938.	752.	0.	42.	75.	634.
29LA CONNER	311	1	1	432.	771.	0.	41.	97.	634.
26CUSICK	59	1	1	328.	909.	0.	125.	152.	632.
13WAHLUKE	73	1	0	64.	905.	0.	224.	51.	631.
32FREEMAN	358	1	1	489.	861.	69.	129.	31.	631.
9WATERVILLE	209	1	1	356.	746.	0.	95.	21.	630.
39MABTON	120	1	1	651.	747.	0.	37.	84.	626.
33MILL CREEK	18	0	0	20.	959.	0.	307.	28.	624.
4PESHASTIN-DR	200	1	1	519.	689.	0.	32.	33.	623.
20KLICKITAT	402	1	1	293.	716.	28.	30.	35.	623.

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[1] Numeral 1 = yes; Zero = no.

Table 2–Continued

		Remote[1]	Nonhigh[1]	FTE	Dollars Per Pupil				
					Gross	Special Levy	Transportation	Federal	Net
38PALOUSE	301	1	1	369.	733.	54.	40.	16.	623.
17BLACK DIAMON	190	0	0	252.	651.	0.	26.	3.	622.
34ROCHESTER	401	0	1	827.	799.	0.	119.	58.	622.
38COLFAX	300	0	1	989.	762.	45.	87.	9.	621.
14OCOSTA	172	0	1	761.	705.	0.	53.	31.	620.
39HIGHLAND	203	0	1	873.	698.	3.	45.	30.	620.
23PIONEER	402	0	0	184.	744.	0.	77.	48.	619.
35WAHKIAKUM	200	1	1	654.	723.	0.	84.	21.	618.
24BREWSTER	111	1	1	530.	798.	60.	58.	63.	617.
22ODESSA	105	1	1	540.	811.	86.	88.	22.	615.
19CLE ELUM-ROS	404	0	1	881.	714.	1.	59.	42.	611.
8CARROLLS	118	0	0	146.	683.	0.	30.	44.	609.
6LACENTER	101	1	1	504.	727.	0.	93.	27.	607.
25OCEAN BEACH	101	0	1	879.	707.	0.	73.	27.	607.
8KALAMA	402	1	1	746.	662.	0.	41.	15.	606.
21NAPAVINE	14	1	1	357.	771.	0.	83.	82.	606.
21ONALASKA	300	1	1	552.	799.	0.	105.	88.	606.
39ZILLAH	205	1	1	613.	699.	0.	33.	60.	606.
36WAITSBURG	401	1	1	423.	959.	234.	73.	47.	604.
15COUPEVILLE	204	1	1	582.	851.	51.	72.	124.	603.
26SELKIRK	70	1	1	484.	803.	0.	86.	113.	603.
4MANSON	19	1	1	407.	790.	84.	28.	76.	602.
14QUINAULT	97	1	1	379.	778.	0.	96.	79.	602.
21MOSSYROCK	206	1	1	550.	857.	27.	102.	125.	602.
10CURLEW	50	1	1	156.	962.	0.	189.	172.	601.
21PE ELL	301	1	1	333.	889.	135.	61.	93.	600.
4LEAVENWORTH	128	1	1	692.	734.	0.	36.	99.	599.
23NORTH MASON	403	0	1	822.	727.	48.	7.	73.	599.
27STEILACOOM	1	0	0	698.	710.	0.	21.	89.	599.
4CHELAN	129	0	1	939.	696.	9.	40.	48.	598.
21MORTON	214	1	1	691.	779.	0.	54.	127.	598.
22WILBUR	200	1	1	422.	833.	93.	90.	52.	598.
25NASELLE GRAY	155	1	1	525.	816.	57.	144.	18.	597.
24OROVILLE	410	0	1	944.	790.	0.	126.	69.	595.
24COULEE DAM	401	0	1	738.	756.	6.	49.	107.	594.
33CHEWELAH	36	0	1	703.	711.	0.	77.	40.	594.

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[1] Numeral 1 = yes; Zero = no.

Table 2–Continued

					Dollars Per Pupil				
		Remote[1]	Nonhigh[1]	FTE	Gross	Special Levy	Transportation	Federal	Net
25SOUTH BEND	118	1	1	683.	670.	0.	40.	37.	592.
33MARCUS	50	0	1	86.	710.	0.	107.	14.	589.
9ORONDO	13	0	0	72.	786.	0.	168.	32.	587.
24TONASKET	404	0	1	949.	737.	0.	80.	70.	587.
24NESPELEM	14	0	0	171.	949.	6.	115.	243.	586.
14MC CLEARY	65	0	0	284.	634.	0.	32.	17.	585.
21ADNA	226	1	1	310.	1001.	245.	102.	70.	585.
31DARRINGTON	330	1	1	622.	687.	0.	37.	66.	585.
3KIONA BENTON	52	1	1	696.	713.	0.	63.	67.	583.
10REPUBLIC	309	1	1	436.	728.	0.	93.	53.	582.
16CLEARWATER	20	0	0	65.	1177.	46.	189.	360.	582.
23GRAPEVIEW	54	0	0	60.	960.	225.	147.	7.	581.
31SULTAN	30	0	1	852.	681.	0.	70.	31.	580.
24RIVERSIDE	118	0	0	90.	752.	0.	100.	73.	579.
15SOUTH WHIDBE	206	0	1	920.	656.	0.	63.	15.	578.
24TWISP	403	1	1	457.	693.	0.	58.	57.	578.
8TOUTLE LAKE	130	1	1	457.	1008.	250.	155.	26.	577.
14TAHOLAH	77	0	0	106.	1209.	0.	28.	604.	577.
13OYAL	160	0	1	737.	841.	98.	99.	67.	576.
36COLLEGE PLAC	250	0	0	663.	734.	0.	59.	98.	576.
32RIVERSIDE	416	0	1	850.	696.	0.	88.	33.	575.
29CONWAY	317	0	0	350.	755.	0.	117.	65.	574.
34LITTLEROCK	332	0	0	264.	733.	0.	155.	6.	572.
14COSMOPOLIS	99	0	0	315.	690.	3.	68.	48.	571.
21WINLOCK	232	1	1	693.	716.	0.	49.	97.	570.
22EDWALL	5	0	0	64.	1121.	307.	234.	11.	569.
32NINE MILE FA	325	0	0	99.	709.	26.	106.	8.	569.
31CATHCART	109	0	0	375.	635.	0.	58.	8.	568.
14SATSOP	104	0	0	67.	571.	0.	0.	6.	566.
17LOWER SNOQUA	407	0	1	958.	704.	49.	66.	26.	563.
23HOOD CANAL	404	0	0	403.	747.	0.	100.	84.	563.
29CONCRETE	102	1	1	529.	790.	81.	109.	37.	563.
31GRANITE FALL	332	1	1	681.	634.	0.	44.	32.	559.
8ROSE VALLEY	82	0	0	213.	630.	0.	25.	49.	556.
21TOLEDO	237	1	1	684.	710.	0.	73.	81.	555.
32GREAT NORTHE	312	0	0	12.	1612.	569.	447.	42.	554.

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[1] Numeral 1 = yes; Zero = no.

Table 2–Continued

		Remote[1]	Nonhigh[1]	FTE	Dollars Per Pupil				
					Gross	Special Levy	Transportation	Federal	Net
27ORTING	344	1	1	712.	613.	24.	32.	10.	547.
20CENTERVILLE	215	0	0	69.	794.	31.	203.	16.	544.
27ANDERSON ISL	24	0	0	28.	804.	97.	0.	163.	544.
27CARBONADO	406	0	0	78.	703.	88.	68.	4.	544.
31LAKEWOOD	306	0	0	457.	649.	18.	74.	14.	543.
33LOON LAKE	183	0	0	40.	794.	31.	195.	28.	540.
6HOCKINSON	98	0	0	447.	667.	0.	106.	25.	537.
27DIERINGER	343	0	0	311.	660.	7.	81.	34.	537.
10ORIENT	65	1	0	79.	884.	0.	268.	80.	535.
38HOOPER	226	0	0	26.	1390.	454.	391.	14.	531.
39UNION GAP	2	0	0	462.	614.	10.	28.	48.	528.
34GRIFFIN	324	0	0	282.	664.	0.	119.	21.	524.
6GREEN MOUNTA	103	0	0	51.	671.	0.	122.	27.	523.
6YACOLT	104	0	0	210.	613.	0.	53.	37.	523.
21EVALINE	36	0	0	44.	574.	0.	10.	46.	518.
16BRINNON	46	0	0	44.	891.	128.	86.	160.	516.
24OKANOGAN	105	0	1	900.	745.	72.	67.	95.	511.
33SUMMIT VALLE	202	0	0	33.	664.	0.	135.	18.	510.
30SKAMANIA	2	0	1	74.	1429.	0.	186.	734.	508.
16QUILCENE	48	1	1	275.	941.	157.	79.	207.	498.
32ORCHARD PRAI	123	0	0	55.	505.	0.	0.	8.	498.
16CHIMACUM	49	1	1	578.	749.	0.	75.	177.	496.
21VADER	18	0	0	134.	617.	0.	66.	56.	495.
23SOUTHSIDE	42	0	0	189.	561.	0.	34.	33.	494.
23KAMILCHE VAL	401	0	0	78.	572.	0.	46.	49.	477.
33EVERGREEN	205	0	0	23.	663.	0.	162.	34.	467.
31INDEX	63	0	0	17.	931.	445.	0.	21.	464.
4MONITOR	9	0	0	140.	639.	111.	0.	83.	445.
31GOLD BAR	84	0	0	118.	700.	259.	0.	6.	434.
33BLUE CREEK	27	0	0	17.	457.	0.	0.	35.	422.
4MALAGA	115	0	0	57.	396.	0.	0.	0.	396.
30STEVENSON	3	0	1	874.	1195.	4.	107.	751.	333.
30MILL A	31	0	0	78.	1507.	0.	185.	1119.	203.
30CARSON	301	0	0	332.	893.	186.	0.	571.	136.
30MOUNT PLEASA	29	0	0	22.	1322.	257.	276.	670.	119.

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[1] Numeral 1 = yes; Zero = no.

ASSESSMENT AND ACCOUNTABILITY:

CURRENT STATUS AND IMPLICATIONS

FOR THE FUTURE OF WASHINGTON'S

PUBLIC SCHOOLS

ASSESSMENT AND ACCOUNTABILITY: CURRENT STATUS AND IMPLICATIONS FOR THE FUTURE OF WASHINGTON'S PUBLIC SCHOOLS

Introduction

The materials contained in the report which follows represent only a small portion of the total activity undertaken under the auspices of the Special Levy Study Commission, especially during the summer and fall of 1970. This Commission was established by the last session of the Washington State Legislature and was given a number of specific charges and areas for investigation. The problems encountered by the public schools relating to special levy financing was to be a primary central focus point. Not only have the local school districts borne an increasingly larger share of monies raised for education, but also they have encountered increasing voter resistance, especially in certain districts, to local requests for plant improvement or expansion and operation costs. The key question before the Commission is how can this situation be improved or ameliorated.

In order to analyze this problem – and it is both complex and thorny – the Commission approved a study plan which divided the investigation and subsequent recommendations into four major areas of inquiry: an assessment of the future educational needs of the state by means of state-wide hearings and a "needs" study; a new examination of a "basic education" for all attending the common schools; a reexamination of the state's educational funding formula with possible alternatives; an update on the question of assessing the progress made by the schools and consideration of the newer concept of accountability on the part of those responsible for public education. This document focuses on the areas of assessment and accountability.

What is the relationship between assessment and accountability and the Commission's task? In the first place, it should be recalled that programs mounted by any agency ought to have built-in procedures for periodic review as to whether stated goals are being achieved and to what degree. Secondly, and perhaps more apropos to this study, is the fact that a sizeable portion of the financing for public education in Washington State is provided to local districts from state-collected and -distributed funds. Those responsible for such disbursement – the state administration, the legislature and the Superintendent of Public Instruction – are entitled to a systematic report as to the uses and results secured from such an investment.

Finally, it should be mentioned that the current "mood of America" has called for serious reexamination of much of what constitutes public education. The taxpayer is reflecting this mood in the ballot box, sometimes to the consternation of educators. In southeastern Ohio, school terms are suddenly being terminated months early due to a drought of public funds and support. The superintendent of schools in Cleveland, Ohio, has advised his administrative staff of a ten percent pay cut resulting from the bankruptcy of the Penn-Central Railroad and its inability to meet its property tax obligations in the Cleveland area. Some schools in Missouri are closing early and families are moving to other communities where the education support level appears more constant and reliable. Clearly, the mood and the present deflationary economic trend call for the husbanding of limited public funds and a high degree of responsibility on the part of those responsible for the utilization of these funds. Legislators at the local, state and national levels are keenly aware of this mood and recently steps have been taken to reexamine some of the basic policies and premises surrounding the educational scene.

This is an era of serious problems, but it also presents heightened challenges for those willing to perceive the problems and develop imaginative solutions. New accomplishments are being made by educational institutions and this fact should not be forgotten in the quest for accountability. It is also important to remember the efforts of the many dedicated classroom teachers who are making a significant contribution. In fact, accountability properly administered should insure that the classroom teacher receives ample resources and support to get the basic job accomplished. Inefficiency in the utilization of resources may have its worst effects in the place where it is least desired–the classroom.

Study of educational quality is not simple and evokes considerable emotion. Behavioral and social science research seldom offers the tidy, clearly reproducible results obtained in other areas of investigation. Moreover, it is not uncommon in the behavioral and social science field to have the "court of last resort" take place in the legislative and political arena. Entrenched bureaucracies and special interest groups wield considerable power. The quest for consensus may blur any meaningful outcome. However, this is a reality of the American scene and is not without its redeeming features.

One of the primary difficulties in evaluating educational quality is the confusion between the study of the *process* of education and the measurement of its *product.* Process evaluations appear to have wider general use than do product measures even though there have been rapid improvements in the measurement field. Actually, it is not an either/or situation; the best evaluation of educational progress may be obtained by study of both process and product measures in a judicious blend.

A word or two is in order regarding the research techniques applied to the first two studies reported herein. At the time the Washington State Inventory was conceptualized, first consideration was given to an open-ended question technique like that employed by Brickell when he catalogued the innovations in New York State schools, but this method was jettisoned when it became apparent that respondents would probably have considerable constraints on their time. As a result, a "cafeteria-style" questionnaire, with provision for additions, explanations or comments, was adopted. This proved to be a wise decision in the view of those associated with the study. In the case of the "Major Washington State Employers Study," the basic technique used was that of the structured interview. In both cases, the basic research design was deemed sound and proved satisfactory.

The study of assessment and accountability ranges across many educational, social, organizational and political topics. It was necessary, therefore, that the research team working on this Commission Study select topic targets of opportunity; that is, choose fields of study which appeared to be the most promising in the light of the Commission's aims and goals and the time allotted to the study. The studies and special papers which follow represent these target topics, and should help guide the Commission in making sound recommendations.

It is anticipated that the Commission may desire additional investigation or follow-up on issues raised in this report. Developments in the assessment and accountability field are taking place nationally on an almost daily basis, and an update will always be possible.

Primary Recommendations to the Special Levy Study Commission

The recommendations which follow are an outgrowth of reviewing the educational literature; surveying state and national developments; conducting basic research, and carrying on discussions among research staff, consultants and other educators. The views of legislators, citizens and other agencies have been considered. Needless to say, the recommendations will not be equally acceptable to all interest groups associated with public education.

It should be especially noted that the extended rationales for the various proposals are threaded throughout the special papers and research reports which are related to this digest. It is strongly recommended, therefore, that the full report on Assessment and Accountability be read and studied at leisure.

A. From the Washington Inventory of School Quality Measures

1. The school districts of the state should increase their efforts to identify and codify common and special educational objectives and should keep these objectives under regular review as the needs of the society change. Additionally, where not already doing so, a regular program of district assessment should be employed to ascertain whether or not the schools of the district are meeting their objectives.

2. The public and students should be involved in the process of identifying and codifying educational objectives; the assessed outcomes should then be a subject for frank and open discussion with the community, students, school directors, teachers, etc. School executives and teacher-leaders should view their roles in this aspect as critical for they can act as interpreters of the data collected and can exercise a truly professional leadership role.

3. Indicators known to influence educational quality should be much better understood by all who are involved in public education – from the superintendent to the retired taxpayer. A part of this process should be study of the research which is already available on this subject.

4. Internal and external communications in some school districts should be subject to immediate improvement. The administration, teachers, students, parents and citizens need to be better informed regarding educational objectives and quality-measure factors. Every possible

alternative should be reexamined from informal discussions to reports in the media. Where a valid basis for program improvement is revealed, school administration and teachers should make every possible effort to effect that improvement.

5. A state-wide in-service training program should be undertaken to train public school educators, administrators, teachers and others, in (1) the setting of performance objectives, and (2) the use of educational quality indicators as they relate to evaluation and accountability.

B. From the Study of Major Washington Employers
The Superintendent of Public Instruction's office together with representatives from labor and industry (large and small) should decide what is needed in the way of a useful and practical high school vocational training program. This is broadly envisioned as incorporating the following features:

1. A comprehensive two-year curriculum that would provide a student with both the ability to make one of three choices and the academic and motivation skill to pursue that choice. The three choices are: (1) college preparatory; (2) vocational, "apprentice-type" training; and (3) a noncommitted liberal arts program of study to graduation.

2. The addition of a vocational training course of study for the senior year of high school to serve as an alternative to the now more socially acceptable college preparatory course of study.

3. Addition of a vocational counseling program that both gives advice and attacks the myth of the vocational training stigma. This program should have the philosophy that making a piston fit a cylinder to the 1/1,000 inch has as much merit as the ability to make geometric calculations.

4. A plan to promote and secure the cooperation of labor and industry in providing both the resources, physical and otherwise, and the instructional basis for craft-skill training programs.

5. A program that need not necessarily run during the regular school day, so that facilities and personnel in industrial plants may be used when not in operation.

6. The use of both skilled craftsmen from industry and teachers from the public schools as a unified instructional effort. This should entail a sharing program set up to maximize the instruction and usefulness to both school and industry, and to minimize the cost to the schools.

7. For areas without significant industry or training facilities, a large and comprehensive technical school facility should be constructed to serve more than one school district in the area with an industrial-educational staff. Conceivably, the intermediate school district might play a major role in such development.

The state should also consider including some vocation-oriented curriculum and counseling within the existing elementary program. Attitudes and interest in a vocation are developed early in life; the inclusion of vocational material at the elementary level might open a variety of vocational choices to the student before all his attitudes are formed and his decisions made.

C. From the California and Florida Surveys of State Assessment and Accountability Practices

1. State Board of Education members should be elected by the voting public, one member representing each of the 14 intermediate school districts in the State of Washington, and the board, in turn, should appoint the Superintendent of Public Instruction as their executive secretary.

2. Study committees and commissions charged with the responsibility of designing, developing, and/or implementing evaluative techniques – accountability and assessment – in education, should be funded by and directly responsible for reporting to a joint House-Senate education subcommittee.

3. The procedure for designing, developing, and implementing the Planned Program Budgeting System (PPBS) as employed by the California Commission should be utilized by an agency, program division, or commission for the mounting of state-wide educational evaluation techniques in the State of Washington. Process procedures to be implemented would include, but not be limited to:

    a. Legislative authorization, charge, and appropriation.

    b. Identification of a commission comprised of representatives of the Joint Legislative Subcommittee on Education, the Governor, the State Department of Public Instruction, the local education agency, the teachers' and administrators' associations, the consumers of education (the general public), and specialists in the area under study.

    c. Early interaction by the commission with both state and local education agency officials.

    d. The development of a preliminary responsibility schedule, presented to and approved by the legislative subcommittee.

    e. Training of personnel and field testing in pilot projects the task(s) under study.

    f. Allowance provided within the model for constant, objective evaluation and modification of the procedures.

    g. Wide distribution of results of pilot projects.

    h. Wide-range training of additional personnel.

    i. Implementation of the modified model state-wide.

    j. Revision for constant review and evaluation which will allow changes to be made as needed.

    k. A realistic time schedule for the accomplishment of the above.

4. A state-wide educational program assessment system should be designed, developed, field tested and implemented. Such a system would include, but not necessarily be limited to, the following components:

    a. A commission representing those members of the public involved in the educational system as providers, producers, and/or consumers.

    b. A central educational information management system; e.g., CEIMS.

    c. Local, e.g., intermediate district, educational information systems (CEIS) – to provide pupil personnel and business services to local education agencies.

    d. Uniform collection of data related to costs and benefits of those services provided by local education agencies. Such data would include, but not be limited to:

        (1) Costs of various process inputs to the educational production function.

        (2) Data on the status inputs of teachers, districts and pupils.

        (3) Objective data on the achievement gains made by pupils.

    e. A system for the wide dissemination of results to the legislature, the State Department of Public Instruction, the local education agencies and the general public.

5. The Office of the State Superintendent of Public Instruction (SPI) should conduct a thorough analysis of activities in other states related to those in the SPI before programs and/or projects are proposed.

6. The Office of State Superintendent of Public Instruction in Olympia should develop and adopt a procedure which will affect the coordination of those projects and/or activities in the state which are evaluation oriented.

7. If the state is going to consider systems such as MIS (Management Information System), PPBS, Student Records, etc., on a state-wide basis, they should do so as soon as possible.

8. An in-service training program should be undertaken at the SPI to train state employees in setting performance objectives and writing performance contracts.

9. The results on the NAEP materials should be secured from those schools in the state participating in the national sample. It is further recommended that these results be studied in an effort to discern the value of the NAEP materials as related to the evaluation process and the directions that the state is considering taking regarding an evaluation system.

D. From the Entire Scope of the Study – General Recommendations

1. A Washington State Office of Educational Assessment and Analysis (OEAA) should be established.

    a. Suggested authorization should take place in the next session of the legislature (1972) for implementation as soon as feasible thereafter.

    b. It is *not* envisaged that this organization be a large bureaucratic structure. Rather, the suggested staffing would be: director, research associate (computer-systems analyst), research associate (fiscal), research assistant (statistics and evaluation), research interns (two or more, probably doctoral candidates) and secretaries.

    c. The primary activity of OEAA would be to design and continually update a program of state-wide assessment which would utilize all indicators of school progress presently available; coordinate requests for such other measures as are presently in general utilization in assessing educational progress; and, finally, with appropriate study and approval, request such additional, new data from the public schools as deemed essential for a composite picture.

    d. The primary services performed by OEAA would be:

        (1) to provide a primary information input into the Washington State Legislature.

        (2) to provide annual information on educational progress in Washington's schools to the SPI, school executives, school boards, parents and citizens.

        (3) to help identify problem areas in the curriculum for recommended "special treatment" (additional human or economic resources or possible new approaches, etc.)

        (4) to keep abreast of newer and emerging evaluation techniques in areas where assessment progress has been slower and more difficult (the affective domain). Once developed, it is anticipated that some of these newer approaches would be incorporated into the state's total system.

(5) to work with schools, businesses, industry and other agencies in the development of an improved system for evaluating and assisting vocational-technical programs.

e. If approved, it is envisaged that the initial year of the OEAA would be dedicated to wide consultation with interested groups (legislators, educators, public representatives, etc.) as an integral part of the total plan. Once the state's proposed assessment program is drafted, it would be subject to legislative approval.

f. Alternative routes for responsibility and reporting of OEAA:

(1) The Governor.

(2) The State Board of Education.

(3) The Education Committees of the State House and Senate.

(4) The "State Trustees," perhaps consisting of representatives from: the Governor, the Legislature, SPI, colleges and universities, industry, business, school administrators, teachers, the public, etc.

Following considerable discussion on this matter, it is recommended that the proposed OEAA be responsible to and report directly to the Education Committees of the House and Senate. This is based on the notion that more decisive action could be taken via this route and the fact that in the American milieu much of the educational enterprise is responsible to legislative organizations.

2. One half of one percent of the state education budget should be set aside biannually for research and experimentation with funding for single projects to exceed $150,000. It is further recommended that individual districts submit proposals to the agency responsible for this program, and that viable kinds of experiments presently on the scene, such as the year-around school, performance contracting, and the voucher system be considered as illustrative topics.

WASHINGTON INVENTORY OF SCHOOL QUALITY MEASURES

Introduction

In the past two years there has been a resurgence of interest on the part of citizens and educators in the concept of educational assessment. As yet, a fully operational definition has not been agreed upon by a consensus of educators or laymen. Indeed the concept stirs a spirited debate which is reflected in many professional journals, school meetings and the media. Assessment has frequently been explained in terms of "professional wisdom," "philosophic hypothesis," and "public opinion." To date, limited basic research has been mounted in the State of Washington to determine by what criteria and processes public school districts assess their educational quality. Put another way, there is a lack of empirical evidence to determine how schools assess outcomes of the educational process; as a result, there is a tendency to resort to opinions.

Purpose of this Study

The primary goal of this study was to catalog and classify those measures currently used and published by school districts in the State of Washington in determining educational quality. Perceptions or opinions as to what "should be" were not an objective of this study. Rather, the primary focus was aimed at determining the measures school districts accept and use in assessing financial support, planning, programs and personnel.

Research Procedure

1. The Sample. A 100 percent sampling technique was employed, and district responses were sought from several major groups in all of Washington's public school districts.

Groups afforded an opportunity to participate included the Washington State School District Superintendents or Head Teachers, School Board Directors, Washington Education Association Unit Presidents and Boards of Directors, Washington State Federation of Teachers Unit Presidents, and Parent-Teacher Organization Council Presidents. It would have been advantageous to include students in the sample. However, because of time strictures over which the researchers had no control, data had to be collected in early August, and therefore it was not feasible to contact students. Table One displays the number of questionnaires mailed and returned with appropriate percentages.

Table 1

NUMBER OF QUESTIONNAIRES MAILED AND RETURNED

Group	Number Mailed	Number Returned	Percentage Returned
Total sample	975	463	45
Superintendents	319	231	72
School board directors	319	87	27
WEA presidents	252	111	44
WSFTpresidents	21	5	24
PTA presidents	64	29	45

2. The Return. The superintendents was the only group with a return large enough, 72 percent, to yield statistically valid information. Thus the conclusions reached and subsequently reported herein will, for the most part, be confined to the total sample of all groups reporting with a special examination of the superintendents' response. It should be noted, however, that data provided by other groups included in the study were in substantial agreement with the findings yielded by the superintendents' reports.

Table 2 describes the return percentages of superintendents by district enrollment size. Districts with fewer than 200 students had less than a 35 percent return. As a result, further in-depth analysis of this group was not taken. The results obtained for this group, however, were for the most part in substantial agreement with the major trends found and reported in the study.

Table 2

NUMBER OF QUESTIONNAIRES MAILED TO SUPERINTENDENTS AND RETURNED BY DISTRICT SIZE (ENROLLMENT)

Group Size	Size Interval School Districts (Enrollment)	No. Mailed to Supt's.	No. Ret'd.	Percentage Ret'd.
1	Above 20,000	6	6	100
2	10,000-19,999	9	9	100
3	5,000-9,999	23	23	100
4	2,600-4,999	28	23	82
5	1,600-2,599	26	23	88
6	1,000-1,599	28	25	90
7	500-999	58	48	83
8	200-499	63	47	75
9	Below 200	78	27	35
Total		319	231	72

3. The Instrument Employed. The research technique used for this study was a descriptive survey. An instrument, the Washington State Inventory of School Quality Measures (WISQM, included in the Appendix, below), was developed to gather the data. Moreover, this instrument was pretested and refined in 45 applications with experienced classroom teachers and administrators. The WISQM was designed to perform three key tasks. The first was to catalog the degree to which the school districts use specific indicators of educational quality. The second was to determine the percentage of schools publishing information concerning specific indicators of educational quality. The third was to determine what process the districts use in disseminating data on school quality measures to their patrons and education staffs.

WISQM was divided into five parts: financial, personnel, process, product measures, and release of information. Each section also provided an opportunity to respond in an open-ended manner and thus to elicit factors unique to a given district or omitted from the original listing of school quality measures. Further, the questionnaire was designed so that responses to the questions would be in the form of degrees of use rather than simply use or nonuse. An explicating question was asked regarding the districts' publication of each measure. The format employed in part five, release of information, was substantially different. In this concluding section, five questions were asked concerning school personnel and practices utilized in the dissemination of quality measure reports.

The questions were objective in nature and were stated in such a way as to make them quantifiable. This use of objective criteria presupposed the lack of valid measures of subjective criteria.

Conclusions

The conclusions of this state-wide inventory of school quality measures provide several important clues in determining how various groups view educational quality. Public attitudes toward schools are unquestionably influenced by the presence or absence of these measures. These attitudes may significantly influence voting behavior in special levies; however, this possibility was not a part of the study.

1. Presently there is a *wide* range of educational quality measures in use by the public school districts in Washington State. However, a consensus of measures in significantly high use (75 percent or over) can be determined. They are:

   a. Number of course offerings in total curriculum.
   b. Teacher-pupil ratio.
   c. Accreditation of secondary schools.
   d. Percentage of students entering college.
   e. Availability of psychological and counseling services.
   f. Students' scores on standardized tests.
   g. Number of college preparatory offerings.
   h. Students' grades and grade-point averages (GPA).
   i. Availability of special education programs.

Table 3

THOSE INDICES USED BY 50 PERCENT OR MORE OF SCHOOL DISTRICTS AS SEEN BY TOTAL SAMPLE

Index	Percentage Using	Percentage Publishing
Number of course offerings in total curriculum.	88	21
Teacher-pupil ratio.	83	33
Accreditation of secondary schools.	83	14
Percentage of students entering college.	83	16
Availability of psychological and counseling services.	78	16
Students' scores on standardized tests.	78	9
Number of college preparatory offerings.	77	17
Students' grades and GPA.	77	15
Availability of special education programs.	76	17
Per-pupil expenditure.	75	40
Annual expenditures for instructional supplies.	75	23
Number of books per pupil in library.	74	12
Recognition of individuals and teams in athletics.	74	15
Annual library books purchases.	73	24
Teacher salary schedule.	71	36
Percentage of teachers with graduate credits.	71	15
Availability of speech and hearing clinic.	70	13
Recognition of individuals and groups in arts or band.	70	15
Percentage of teachers with B.A. degree.	69	16
Percentage of students participating in dramatic or musical performances.	68	10
Percentage of teachers with master's degree.	67	17
Annual rate of teacher turnover.	67	13
Percentage of students entering vocational school.	67	12
Annual expenditures for consumable materials.	65	21
Percentage of student drop-outs.	65	14
Percentage of students exhibiting initiative and self-discipline.	65	2
Submission/success ratio of special levies.	64	24
Balance of experienced-inexperienced teachers.	63	7
Percentage of students participating in student government.	63	6
Percentage of students participating in athletic contests per year.	62	8
Percentage of students participating in kindergarten programs.	61	13
Recognition of individuals and groups in visual arts.	61	9
Librarian-pupil ratio.	60	14
Special services-pupil ratio.	59	15
Percentage of students participating in driver education courses.	58	15
Percentage of students participating in field trips per year.	58	10
Number of National Merit Scholarship finalists.	57	38
Number of innovative programs initiated per year.	57	11
Millage rate.	55	38
Types of employment of former students.	55	4
Annual expenditure for plant and operations.	54	25
Administration salary schedule.	52	23
Personal testimony by former students.	52	3
Assessed valuation per pupil.	50	28

    j. Per-pupil expenditure.
    k Annual expenditures for instructional supplies.

2. Small school districts use a more limited and less sophisticated spectrum of school quality measures.

3. Those measures evidencing low or no use (50 percent or less) by school districts are those concerning:

    a. Personnel characteristics.
    b. Programs concentrating on students outside the parameters of middle-class standards.
    c. Actions by students that could be viewed as unpleasant or negative indicators of quality.

4. Clearly, some school districts have failed to keep the public informed regarding measures of educational quality. Staff availability undoubtedly plays an influential role here. As a school district increases in enrollment, more data are published. However, these data tend to be confined to financial and economic measures.

5. School districts appear to publicize only those measures of a positive nature. Unpleasant or negative measures of quality are seldom reported, though this is surprising since organizations characteristically focus on their positive features.

6. With the exception of larger districts, the task of dissemination is normally not assigned to one person, but rather, is shared by several administrators.

A more detailed analysis of the total sample and total superintendents has been included in the Appendix to this report. The following section, Supporting Data, highlights the analysis.

Supporting Data

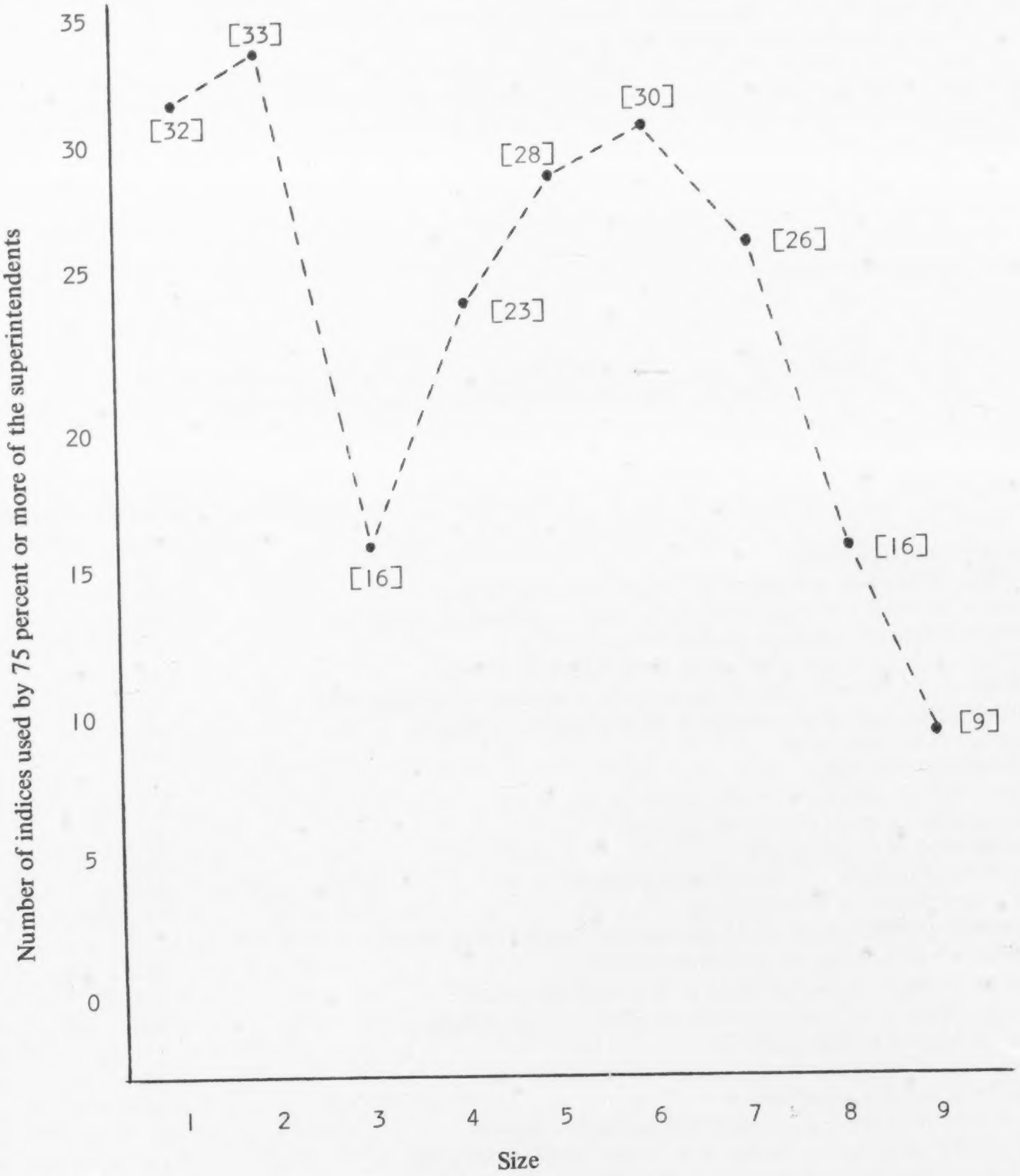
There is a wide range of measures in use. A look at the total sample shows 44 measures in use by 50 percent or more of the school districts. (See Table 3.) While these measures cover all four categories of measures, there is a notable lack of personnel measures, only five out of 44. Of the 44 measures only 11 were found to be in average or high use, 75 percent or more, of the total sample. If we compare the total sample with each of its constituent parts–School Board Directors, WEA, PTA, Superintendents and WSFT–we find general agreement in the measures used. Two exceptions to this rule should be noted. First, the PTA is in disagreement with the total sample on the priority of many measures. By their own admission, most PTA presidents lacked the information to complete the instrument accurately. According to one PTA president, "I had to go to the superintendent and ask him many questions." The reason for this lack of knowledge may be explained by conclusion number four.

Another exception to this consensus concerns the WEA presidents' views of measures relating to instruction and the priorities school districts attach to these. For instance, 84 percent of the superintendents say annual expenditure for instructional supplies is used as an indicator of quality. However, only 59 percent of the WEA presidents report this. The same holds true for the number of books in the library: 88 percent of the superintendents indicate high or average use of this variable, while only 55 percent of the WEA presidents indicate a high use in their districts. There appears to be similar disagreement concerning the annual rate of teacher turnover: 76 percent of the superintendents indicate average or high use, while only 59 percent of the WEA presidents indicate such use. These exceptions are important; however, it should be repeated that a consensus concerning the use of most measures was found among the constituent groups of the total sample.

It would appear that school districts are attempting to explore means of assessing their educational quality; on the other hand, there appears to be substantive variance on specific criteria. One superintendent wrote, "Our school district uses 'Profiles of Excellence' and a variety of accreditation instruments to determine quality." Another stated, "We are a small school district . . . everyone knows what happens at school and we want all to be a part of our school."

Table 4

NUMBER OF INDICES OF HIGH OR AVERAGE USE BY 75 PERCENT OR MORE OF THE SCHOOL DISTRICTS, AS MEASURED BY SCHOOL DISTRICT SIZE, ACCORDING TO SUPERINTENDENTS' RESPONSES



Small School Districts

As school districts increase their enrollment, the expanded budget appears to be sufficient to provide the needed personnel to perform the tasks of educational assessment and dissemination of information. Thus, larger districts utilize a broader and more sophisticated range of measures than do small districts. Table 4 illustrates this increase in use. A chief school officer for one of the state's larger school districts noted, "We are attempting to develop and use performance criteria and move away from the how-we-spend-our-money type of index."

Small districts do not exhibit the sophistication apparent in the larger districts. This is shown in Table 4 and supported by respondents' comments: "The__________school district is so small (11 teachers and 130 students) that our evaluation is on an informal basis." One administrator from a small school district took exception to the research instrument employed with this reaction: "We are a one-room school and these types of measures do not apply to us."

At this point, a reexamination of Table 2 may serve as an aid in analyzing the situation and needs of small districts. The size groups 8 and 9–that is, schools of enrollment below 500–account for 141 of the 319 school districts in our sample, or 44 percent of all school districts in the state. These are the school districts that use very few indices of quality. However, these districts serve only approximately 27,000 of the more than 758,000 students in the state, which is only 4 percent of the total.

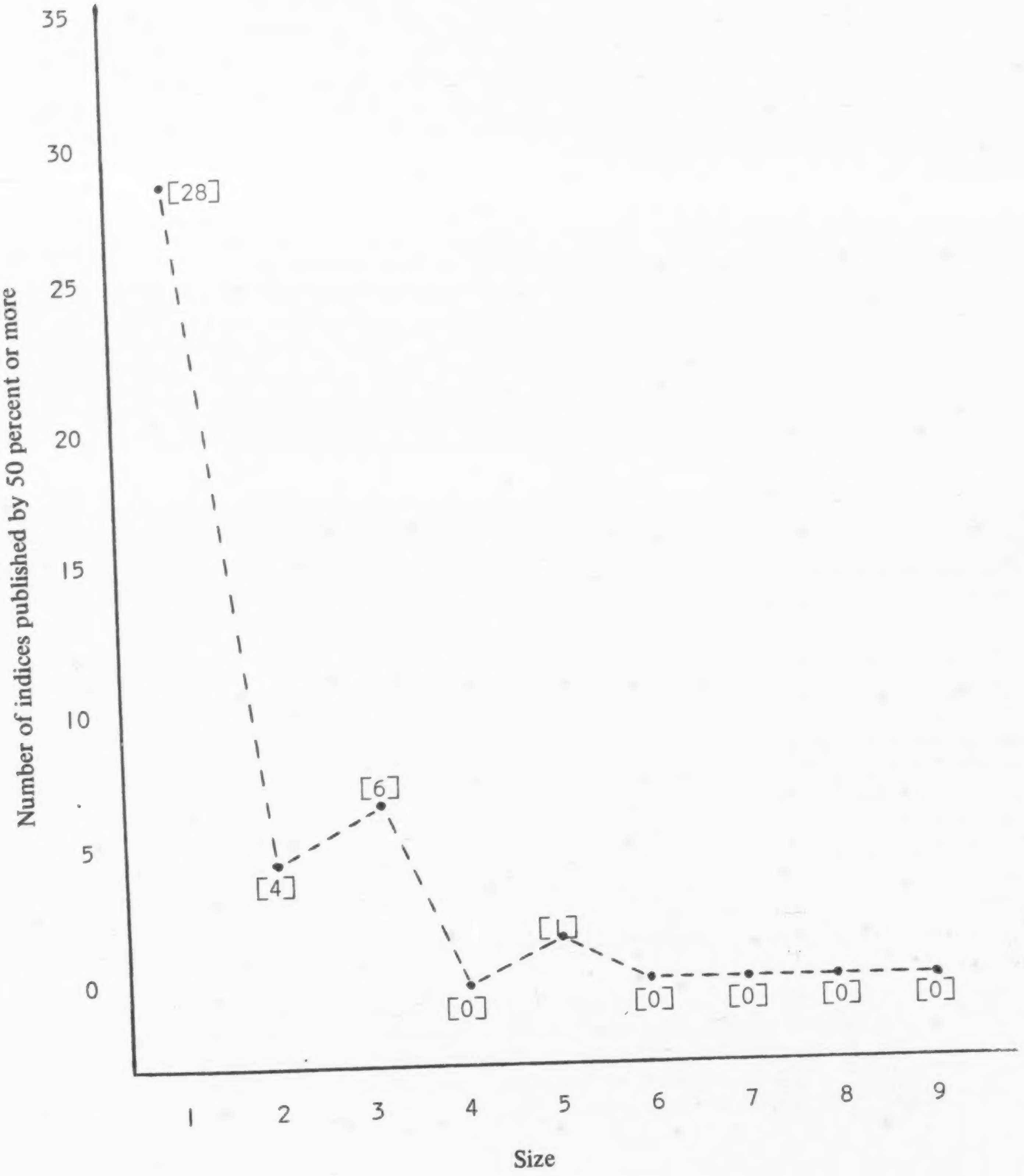
Table 5

LISTING OF ALL INDICES USED BY LESS THAN 50 PERCENT OF SCHOOL DISTRICTS AS SEEN BY TOTAL SAMPLE

Index	Percentage Using	Percentage Publishing
Administration-pupil ratio.	49	16
Percentage of teachers belonging to teachers' organizations.	47	6
Percentage of students participating in "cultural enrichment" programs.	47	9
Availability of student activity centers and programs.	47	6
Percentage of students participating in individualized courses.	46	6
Percentage of teachers involved in community organizations or activities.	45	3
Percentage of students participating in disadvantaged programs.	45	10
Average age of teaching staff.	44	4
Male/female teacher ratio.	40	5
Teacher activities reported in news media.	37	8
Number and intensity of personnel conflicts.	36	0
Percentage of student dismissals.	36	3
Annual expenditure for transportation equipment.	35	23
Annual expenditure for new buildings.	35	21
Percentage of teachers receiving above state average teachers' salary.	33	5
Percentage of students involved in drug traffic.	30	2
Percentage of students participating in cross-cultural courses.	29	3
Percentage of students participating in programs for drop-outs.	29	8
Average income of former students.	27	1
Percentage of students exhibiting social activist behavior.	25	1
Number of student confrontations.	24	1
Percentage of students participating in Headstart programs.	22	8
Percentage of teachers who receive B.A. degree outside the state.	13	4
Percentage of teachers who traveled 1,200+ miles in the last 5 years.	12	1
Percentage of teachers who publish journal articles or books.	10	2
Percentage of teachers with a 250+-volume personal library.	5	0

Table 6

INDICES PUBLISHED BY 50 PERCENT OR MORE OF THE SCHOOL DISTRICTS, AS MEASURED BY SCHOOL DISTRICT SIZE ACCORDING TO SUPERINTENDENTS' RESPONSES



On the other hand, in size groups 1 and 2 there are only 15 school districts, or five percent of all school districts. Yet these account for approximately 356,000 students or 47 percent of the total. It should be repeated that these are the districts that use many indicators of quality. Therefore, this comparison of large and small districts demonstrates that the low use of indicators by small school districts is not particularly of statistical concern. Nonetheless, this analysis may be an important reminder regarding the duplication of many administrative costs and services in small school districts.

Indicators of Low Use

"Often what really needs to be communicated – so the education story can be told – isn't." This comment by one WEA unit president precisely defines school district attitudes toward many indicators of quality. Table 5 lists measures used by less than 50 percent of the total sample. Of these 26 indicators, 11 concern personnel factors. The percentage of teachers with a 250-volume personal library was used as an indicator by only five percent of the respondents. Studies conducted by the Institute for Administrative Research (Columbia University) have indicated that this characteristic appears to have a positive correlation with effective instruction. Further, it is somewhat perplexing to find that 74 percent of the respondents' districts use the number of books per pupil in the library as an indicator of educational quality, yet still appear to discount the teachers' personal libraries. Similar relationships were noted for teachers who traveled 1,200 or more miles in a five-year period. Eighty-eight of the Washington State respondents noted this measure to be of little or low use in their school district.

Four of these same 26 measures related to students outside the parameters of middle-class standards. These are programs for drop-outs and for disadvantaged, cross-culture, and Head start pupils. These particular areas have been described by some legislators, educators and laymen as areas which may be pivotal in achieving educational objectives. Many school districts in Washington appear to place minimal emphasis on these measures in assessing their quality. For example, the percentage of students participating in Headstart programs was listed by only 22 percent of respondents as an indicator of quality. Yet 61 percent thought participation in kindergarten was a viable indicator.

School districts tend not to utilize measured judged to be "unpleasant, negative or offensive" to some people. Twenty-five percent view student social activist behavior as an indicator of school quality; 24 percent employ the number of student confrontations; 30 percent appear to place emphasis on the percent of students involved in drug traffic. The situation is reflected in the comments of one teacher: "The administrators feel that educational 'quality' is high if the schools are operating smoothly, without any disruptions or challenges to that operation."

School Districts and Public Information

Of significance to those interested in studying special levy failures is the apparent lack of information disseminated regarding schools and indicators of quality. When considering the total sample and the total number of superintendents, it appeared that none of the measures were published by 50 percent or more of the districts. As one PTA council president remarked, "Publication of 95 percent of the information on this survey is not done for the average citizen."

When stratifying the data by district enrollment size, it is revealed that 50 percent or more of the districts with a greater than 20,000 enrollment (see Table 6) publish some measures. These measures are primarily of a financial or economic nature. However, some superintendents apparently feel that even budgetary matters are "too sophisticated" to release to the public. "We restrict some quality measures such as the WEA Budget Analysis to the superintendent's office because the public could not interpret this material," reported one district executive.

Small and remote school districts appear to have an almost impossible task facing them in the dissemination of published school information. Table 6 illustrates the number of measures published by school district size. Two comments emphasize the difficulty of dissemination in the small districts: "The nearest news medium commonly used is 52 miles from our school," and "The school paper is the *only* issue of a local nature to publish news about the school."

Table 7

INDICES PUBLISHED BY 3 PERCENT OR LESS OF THE SCHOOL DISTRICTS AS SEEN BY TOTAL SAMPLE

Index	Percentage Publishing
Percent of student dismissals.	3.0
Percent of students participating in non-English-speaking programs.	3.0
Personal testimony by former students.	2.8
Percent of students involved in drug traffic.	2.2
Percent of students exhibiting initiative or self-discipline.	1.9
Percent of teachers who publish journals, articles, or books.	1.9
Percent of student confrontations.	1.3
Percent of students exhibiting social activist behavior.	1.3
Percent of teachers who traveled 1200+ miles in the last 5 years.	1.3
Average income of former students.	0.6
Number and intensity of personnel conflicts.	0.4
Percent of teachers with a 250+-volume personal library.	0.2

Unpleasant or Negative Indices

"We never let out information that may be misinterpreted," stated one superintendent. As previously noted, many school districts publish limited measures; however, those that are published tend to be almost exclusively of a positive nature. Items such as percent of students in drug traffic, number and intensity of personnel conflicts, or the percent of student dismissals all receive little publication by 97 percent of the school districts. For a complete analysis of those factors discounted or not employed, see Table 7. According to one superintendent, "Any question asked in a negative manner received a low recognition. We here at__________try to take a positive approach to education." One rural PTA council president records how her district attempts to take a positive approach: "The press is always invited to attend these meetings where reports are available, but they are almost always told what to say about these reports."

Shared Responsibility in Dissemination

For many schools in the state, the publications task is a shared assignment, although some administrators appear to desire additional staff assistance as reflected in this comment: "We could use a full time public information director." Fifty-two percent of school districts, according to the superintendents, divide the task of information dissemination among several administrators. Only those districts above 20,000 in enrollment assign the task to one person. This ability to adequately staff a public information office may be one *key* element in improving relations with the voter public and quite obviously this additional service has its price.

Summary and Comment

If one assumes that public institutions should be accountable to their constituencies, it is possible to conclude that public education needs to develop more expertise and commitment to this obligation. If it is necessary for the public schools in Washington State to have some basic aims and objectives, it may be assumed they have not accomplished this goal. If it is necessary that schools inform the public as to the educative process, the potential for improvement appears to be evident. And if it is agreed that the school districts should regularly report on their educational quality to their communities, then many appear to have fallen short of the mark. A PTA council president touched on this concern by commenting, "There is a definite communications breakdown between the school district administration and the public."

The above conclusions appear to indicate a need on the part of many school districts for assistance in public information and dissemination. One superintendent underscored this need when he wrote, "It is alarming how misinformed school patrons are regarding the educational programs in the respective school districts. It is essential that this situation be corrected a the earliest moment."

In developing recommendations to solve this problem, one must respond to the need for better public information services, not news which fails to tell the whole story.

The need for the study and release of objective criteria is pointed out by one teacher: "The practice of emphasizing releases and disseminating information in_________ just before special levy elections is recognized by much of the public for what it is . . . a propaganda technique to get votes."

There are also two additional recommendations to be made which, perhaps, extend beyond the parameters of the substantive data yielded by the Inventory of School Quality Measures. One of these areas could have been effectively incorporated into the initial gathering of data had it been discovered in time. While researchers now view this omission as regrettable, it may provide an interesting area for future investigation. Specifically, this is the area of written and clearly understood educational objectives or goals at all levels–state, county, and local district. The state prescribes certain aspects of the curriculum as a minimum objective for all districts, but to what extent are these studied, codified, and expanded at local district level? Because of the range of criteria utilized in various school districts in determining their educational quality (or the almost total lack of employed criteria in certain other districts), one is led to suspect that the identification of objective and subjective criteria could well be improved at local levels. Although with the limited evidence now in hand, one may only conjecture. Perhaps, each local school district should be allowed to ask the basic questions related to objectives and criteria, and at the same time be held responsible for moving forward to improve practices in the area.

The second recommendation is concerned with a systematized study of educational quality measures at the district level. Several school board presidents and PTA leaders commented that they did not understand the measures outlined in WISQM. While lay people cannot be expected to have gained the expertise and sophistication demonstrated by school executive leadership and teachers in this area, there appears to be a wide gap in understanding on the part of many citizens regarding criteria of educational quality. Specifically, it is recommended that superintendents, principals and teachers consider the area of indicators of educational quality as an agenda item for such things as school board meetings, PTA meetings, and press releases. It would be useful to explain basic terminology to such lay groups and to discuss the research available as related to specific indicators. Of course, the ultimate objective would be to modify and improve school district policy and practice along with better public understanding of our schools. As understanding improves, so may public support – unless there is something to conceal. Secrecy will accomplish little except to heighten public suspicion and it may have a substantial influence on voter behavior.

This report is meant to be of use in improving and modifying practices in school districts; and in this respect it is necessary to point especially to the apparent dearth of activity in the personnel area. Interview techniques and data sought on teacher application forms might well be reviewed and revised to yield better data about potential candidates. The present supply-demand ratio in the teaching field should be viewed by educational leadership as an opportunity to secure the services of only the best qualified candidates. With so many candidates for each position, a wide range of choices is available at the building level. The potential is tremendous for assembling outstanding instructional staffs as new schools and resulting positions are opened, and as replacements are sought for those resigning or retiring. Proper exploitation of this potential could be one of the most important events in a decade of public education.

If WISQM serves as a guideline for school district self-examination and improvement, it has served its purpose. It represents a pioneer effort and the cooperation, especially of the state's superintendents, in this project is most encouraging. Examining educational quality is a good deal like probing a dental cavity – extremely sensitive – but at least in Washington State many appear ready to test and experiment, and this is commendable.

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EXECUTIVE DIRECTOR

August 10, 1970

Dear_______________:

We need your assistance. Even though you are called upon to provide extensive data to a variety of agencies, an important study is now under way in which we are certain you will wish to participate. In fact, you may be asked to participate in more than one subsection by more than one principal investigator. The study referred to is being conducted under the auspices of the Special Levy Study Commission. It is anticipated that when the report is submitted to the legislature the recommendations may result in certain modifications of our current definition of a basic education program; how we finance this program; how we assess our educational progress; and how we remain accountable to our communities.

The attached instrument is designed to help us make an inventory of our current school quality measures and practices. What indices do we use/have to assist us in determination of how good a job our schools are doing? Obviously this is a complex question, so the first task is to catalog an inventory of current practices.

Your assistance and help is earnestly solicited. Please give such information as you can provide and return the inventory in the enclosed preaddressed, postage-paid envelope. Provision is also made for you to respond to areas not specifically elicited by the instrument. Please feel free to do so. Reports from individual districts will remain confidential and will be so treated in the catalog of practices which will result. It is anticipated that gross findings will be reported in a manner which will be helpful to you. Additionally, a sample of 35 Washington State school districts, identified by statisticians at Battelle Northwest, will be interviewed by telephone by Mr. Gary Clark, research assistant at WWSC.

The requested return date deadline is August 31, 1970.

Thanking you in advance for your assistance in rendering this service to your schools and the state, I am

Sincerely yours,
s/Richard O. Starbird
Richard O. Starbird, Consultant
Education Department, WWSC
206-734-8800, Ext. 1507
or SCAN 532-1507

Attachments: WISQM/one copy
Return envelope

A STUDY OF WASHINGTON'S MAJOR EMPLOYERS AND HOW PERSONNEL DEPARTMENTS VIEW RECENT GRADUATES FROM PUBLIC SCHOOLS

A STUDY OF WASHINGTON'S MAJOR EMPLOYERS AND HOW PERSONNEL DEPARTMENTS VIEW RECENT GRADUATES FROM PUBLIC SCHOOLS

Purpose of Study

The purpose of this study was to provide the Special Levy Study Commission and staff with up-to-date information to help the state's leaders decide how the state might best create and maintain a productive and efficient system of public education. The study dealt with (1) areas of manpower needs; and (2) assessment of public education by appropriate businesses and industrial organizations concerned with the educational needs of the state. Conclusions and recommendations contained in this study were drawn from an analysis of data noted below. Alternative suggestions have been included where warranted.

Research Procedure

The Sample: The sample included a total of 41 business and industrial firms in the state, varying in size from a total employment of 354 to 100,465 in September 1968 and from 300 to 70,000 at the present time.[1] Thirty-five of the 41 firms contacted chose to take part in the study. Of the 35, eight were local organizations, 14 manufacturing, two sales, three sales and manufacturing combined, one service and sales combined, and two with the organizational combination of sales, service and manufacturing.

Collection of Data: The basic research technique utilized for this phase of the study was that of the structured interview. This was followed by ample space for open-ended, nonstructured responses to ideas developed as an outgrowth of the areas covered. A cover letter accompanied by an interview schedule was sent to the personnel managers of each of the firms explaining the purpose of the Temporary Special Levy Study Commission and this particular aspect of its work. An appointment for a 20-minute to one-hour telephone interview was then confirmed.[1]

Findings

In light of the fact that the state's educational needs change to some extent in light of social changes (population shifts, technological input, manpower needs, etc.), the following question was asked in the Employment Practices section of the survey:

> During 1968, did you have positions which you were not able to fill because you lacked qualified applicants?

Out of the 35 firms responding, 15 had positions which they were not able to fill. Further, all of these positions were in the area of craft skills; *i.e.*, electricians, pipefitters, welders, plumbers, sheetmetal, etc.

The Department of Labor's 1970-71 edition of the *Occupational Outlook Handbook* predicts these general occupational areas to be the fastest growing nationally in the near future:

1. Professional and related job fields.
2. Service workers.
3. Workers in research and development, education and health services and the processing of paperwork.

Here is a summary of prospects in the 70's for the nine major occupational groups surveyed in the *Occupational Outlook Handbook*.

1. Professional, technical and related workers: Jobs to increase by 50 percent, making this the fastest growing occupational group in the decade. The basic reasons are the ever-greater need for highly educated workers, coupled with the ever-greater emphasis on socio-economic progress in the U.S. These trends result in job opportunities in urban renewal, transportation, harnessing the ocean,

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[1] See Appendices following.

protecting the environment, searching for new scientific knowledge, and providing more social and medical services.

2. Service workers: Jobs to increase by 40 percent. Growth of this occupational area is closely related to that of some professional and technical fields. The basic reasons for growth are: the rising demands for hospital and medical care, and for protective services as population and urbanization continue to expand; increased use of restaurants, beauty parlors and recreational facilities, as income levels rise, more housewives take jobs, and the workweek gets shorter.

3. Clerical workers: Jobs to increase 33 percent. As the economy grows, so will the amount of office work. Operators of electronic data processing machines will be in greater demand than record-keeping personnel, secretaries and typists.

4. Sales workers: Jobs to increase 30 percent. There will be goods and services to be sold in retail stores, wholesale firms, insurance companies, real estate agencies, even door to door. The expected rise will be largely the result of increased importance of many new products.

5. Craftsmen: Jobs to increase 25 percent. Needed will be carpenters, tool and die makers, instrument makers, machinists, electricians and similarly skilled workers.

6. Managers and officials: Jobs to increase 20 percent; below par compared with the over-all employment growth. The need for salaried management specialists in business and government will offset the decline in the number of self-employed managers of smaller businesses.

7. Semiskilled workers: Jobs to increase 10 percent. Now the largest occupational field in the number of jobs. Some types of semiskilled work will continue to decline as technology advances. Increased production plus growth of freight trucking industry will provide jobs for workers who assemble goods in factories, operate machinery, and drive trucks, buses and cabs.

8. Laborers: No growth ahead in jobs for workers who move, lift and carry materials and tools because of contributing substitution of mechanical equipment for manual labor.

9. Farm workers: Jobs will decline 26 percent by 1980. Improving technology and the trend toward larger farms will keep production high but the number of jobs low.

In order to make some assessment of the present public school curriculum and/or programs for preparing candidates for employment, the following question was asked:

> What is your assessment of the general educational caliber of your recent employees during the past five years? Improved, about the same, or not as well prepared?

To this question, 15 personnel managers answered that the caliber had improved, 13 felt that the caliber had remained about the same, five felt the caliber had deteriorated, and two made no comment.

Whereas this information tells us no more than that people are not completely happy with the product of our schools–which should not be surprising–there appears to be an underlying current of distaste for the attitude of students about work and the emphasis by the schools on college preparatory curriculum. One personnel manager, from a larger company, said, "The students are not at all ready for industry, at best they have only been exposed, not trained." Another, who felt the caliber of recent employees had improved, said, "The student of today is more intelligent, but has a negative attitude towards work that seems to be accentuated in the schools." Another concurred, saying, "The present employees have greater over-all knowledge, but have a very poor attitude about work and their obligations to the company."

There is the very real possibility that this attitude is caused as much by the general attitude of society as by what the schools are doing or not doing; the possibility will be explored at greater length later.

A frequently asked question is, "What are the schools doing in the areas of skill building; *i.e.*, reading, writing, speaking; and what are they doing to strengthen personality traits?" Surprisingly enough, business and industry are fairly happy with the job being done by our schools in these areas. The following question was asked in this regard:

> Have your recent employees been able to meet your minimum standards in the following areas:

		Yes	No	Omit
a.	Oral communications	29	3	3
b.	Written communications	17	11	7
c.	Reading, including the ability to understand directions	19	3	13
d.	Creativeness	19	0	16
e.	Initiative	20	8	7
f.	Enthusiasm	17	8	10
g.	Critical thinking	14	6	15
h.	Other (specify)			

There seem to be two main criteria by which the personnel managers evaluated: experience and attitude about work.

The two most significant statements in this regard were: "The kids do not have experience; a practical office-type program for clerical workers would be helpful;" and, "There is a poor attitude about a fair day's work for a fair day's pay." Because of the nomad quality of an employee without experience, most employers put a premium on applicants with experience (actual) or on-the-job training.

This brings us to the next question asked of the personnel managers.

How well do you feel our high schools train applicants in specific job skills?

The overwhelming majority—26—answered, "Not well," four said "Well," and five did not answer. The answers given were supported by different opinions and perspectives as to the cause of the difficulty. An administrator from a large firm made the statement, "The schools do not prepare students for a craft job, but that is understandable; they don't have the facilities. Clerical training isn't bad though." Another made the comment that "Men are only trainable at best out of high school. I would rather go with an experienced man. The job of vocational education is not complete enough; they need experience. A harder line was, "poorly, there is an attitude that college is the only road. We don't have a real skill-craft program in the whole country." A more positive, but similar attitude was, "When the schools take on a structured program, they are usually pretty good. It just seems that craft-skill development is not a priority." A more useful criticism with an alternative was, "not good. The schools do not actively ask for help from industry and labor. There is a real need for vocational counseling. The now strongly college-oriented curriculum needs some adjustment. It might do well to explore the equipment and manpower of industry as classroom and instructional material; a lot of it now goes to waste."

Are you satisfied with the job that the common schools are doing preparing young people for the world of work?

The answers were as follows: No—23, Yes—8, more or less—3 and one did not answer. The major contributing factors were generally described as (1) schools are too college-oriented, (2) students have a poor attitude about work, and (3) the schools give a distasteful attitude about work. The following comments pinpoint the major areas of dissatisfaction. "The students of today don't know what they want to do, don't know how to look for work, don't have employable skills, and think they are a failure if they don't go to college." Another said, "They are prepared academically but lack an appreciation for work; there is no skill-producing curriculum in the schools today." Yet another stated, "I don't see why there isn't at least a 50 percent opportunity for college and a 50 percent opportunity for craft-skill development; there is no real alternative for the student."

It is of use if the person being asked to offer criticism also has the opportunity to suggest an alternative to a disputed situation. For that reason the following question was presented:

> If you were making suggestions to the common schools of the state for further improvement of their instructional program, what major suggestions would you make?

Of the 35 respondents, 24 suggested a stronger vocational education program, 23 suggested less emphasis upon college, 21 suggested the addition of qualified and knowledgeable vocational counseling, and five suggested a renewed and concerted effort to team up with labor and industry to produce a more comprehensive and useful curriculum.

As one personnel manager put it, "As I see it, there is a real need for vocational counseling in our schools; that together with a combined effort between labor, industry and the schools, we might be able to fill the need for skill training. I picture two years in school and one year on the job in an apprentice-type program. There is a need for the curriculum to be in perspective with the needs." In line with the apprentice-type program, another suggested, "Get the kids equipped by the junior year for an apprentice program that would teach 'real' competencies such as drycleaning, welding, plastics, cafeteria training." The need for vocational training was again pointed out in this comment, "There should be a greater emphasis on the vocational training. The computers are doing away with the middle-manager echelon. Everyone can't be a college president; we need more technicians. Who ever heard of an Indian tribe that trains 80 percent of its people to be chiefs and 20 percent to be braves? 'Project Transition' is a program whereby big companies get release time from the Army for the last six months of a man's hitch; what about the schools donating a portion of their hitch?"

Out of all this the question arises as to what type of curriculum structure does in fact exist, and who is to blame for the unwarranted emphasis on college preparation if it exists.

In trying to find information that would either factually credit or discredit management's view of curriculum, the following was revealed:

1. There exists no structured separation of curriculum that would indicate what percentage of students is in either college preparatory or vocational training programs. The two overlap to such an extent that separation by percentage is impossible.
2. A definite negative social stigma about vocational training is held by our society; it would seem that training for a craft skill is somehow like training for second-class citizenship. The social pressures to go to college and succeed are enormous from both outside the high school and within. The schools find themselves mirroring a preoccupation of our affluent society; the lack of vocational training as a priority is the result.
3. A real alternative to college does not exist that offers either the depth or scope of the college preparatory curriculum.

Conclusions

1. There is a growing need for skilled craftsmen, both professional and technical.
2. The present job of craft-skill training is not adequate.
3. At the present time, no significant numbers of secondary school students are being prepared for the world of work.
4. There needs to be a real alternative for the student who does not want to go to college.
5. In order to fulfill the needs of both society and the students, a concerted reevaluation and effort is necessary on the part of education, industry, and labor.
6. Building a truly comprehensive, usable curriculum that prepares students to make a choice and then provides the alternatives to choose from is within the realm of possibility.

Recommendations

The polarization of practices and philosophies can be viewed as one of the biggest stumbling blocks education has to face on the road to useful progress or change. Solace can be found in the fact that the State Department of Public Instruction cannot give a percentage breakdown of students in 'academic' or 'vocational' curriculum tracks. This information is not available simply because the overlapping of vocationally oriented and academically oriented classes is so extensive that a dissection is unwarranted and impossible. If a clear distinction between the two curriculums could be made, it would be in violation of a theory that says education is in the process of experience, thought, and the act of making choices. It is the purpose of this study to end the confrontation between academic and vocational training, to eliminate the disparity between them, and to promote a program that is of benefit to both interests.

To this end it is strongly recommended that the Superintendent of Public Instruction's office together with representatives from labor and industry (large and small) should decide what is really needed in the way of a useful and practical high school vocational training program. This is broadly envisioned as incorporating the following features:

1. A comprehensive two-year curriculum that would provide a student with both the ability to make one of three choices and the academic skill and motivation to pursue that choice. The choices are: (1) college preparatory; (2) vocational, 'apprentice-type' training; and (3) a noncommitted liberal arts program for the student who cannot or does not want to make a choice at that time.
2. The addition of a vocational training course of study for the senior year of high school to serve as an alternative to the now more socially acceptable college preparatory course of study.
3. Addition of a vocational counseling program that both gives advice and attacks the myth of the vocational training stigma. This program should have the philosophy that making a piston fit a cylinder to the 1/1,000 inch has as much merit as the ability to make geometric calculations.
4. A plan to promote and secure the cooperation of labor and industry in providing both the resources, physical and otherwise, and the instructional basis of the craft-skill training programs.
5. A program that need not necessarily run during the regular school day, so that facilities and personnel in industrial plants may be used when not in operation.
6. The use of both skilled craftsmen from industry and teachers from the public schools as a unified instructional effort. This should entail a cost-sharing program set up to maximize the instruction and usefulness to both school and industry, and to minimize the cost to the schools.
7. For areas without significant industry or training facilities, a large and comprehensive technical school facility should be constructed to serve more than one school district in the area with an industrial-educational staff. Conceivably, the intermediate school district might play a major role in such development.

APPENDICES

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APPENDIX A

PUBLIC SCHOOL EDUCATION INTERVIEW SCHEDULE

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PUBLIC SCHOOL EDUCATION

INTERVIEW SCHEDULE

Interviewee__________

Firm 41 contacted; 31 participated

Position__________

Firm Address__________

Telephone__________

I. General Scope

1. Is your firm part of a local, regional or national organization? local: 8 regional: 2 national: 25

2. Is your firm a service, sales, or manufacturing organization?
service: 13 manufacturing: 14 sales: 2 sales & manuf.: 3
service & sales: 1 service-sales-manufacturing: 2

II. Employment Practices

1. What was your average total employment over the past five years? Average employment over the past five years compared with the present employment: 13 firms decreased, 11 increased, six remained constant, three had no figures.

2. How many people do you employ now? Appendix

3. During 1968 did you have positions which you were not able to fill because you lacked qualified applicants? yes: 15 no:20

4. Does the individual department do the hiring or is the hiring done through the personnel department? individual department hiring: 4
personnel department only: 16 personnel department as screening agent with individual department hiring: 8 both personnel and individual department: 3 omit: 4

5. When interviewing, do you go out to training institutions or do applicants come to you? **applicants come to company: 17**
both methods: 18

6. Does your firm run a national, regional, or local public relations program that tends to attract talent? **no program: 22**
national program: 7 **regional program: 4** **local program: 2**

7. What is your average rate of turnover? **Ranged from 1% to 130% due to harsh working conditions.**

III. Interviewing Procedures

1. Is your interviewing done on a one-to-one basis or in teams?
one-to-one basis: 31 **team basis: 1** **one-to-one repeating basis: 3**

2. Do you require letters of recommendation from previous employers?
no: 28 **yes: 7** **make phone and written reference checks: 26**

3. Do you require records or recommendations from the public school from which the applicant graduated or attended? If so, which ones? Do you use telephone verification for this as opposed to written documentation? **Records required of college only: 25 No recommendations from public schools: 24 Require recommendations from public schools: 10 Telephone recommendation: 5 Written recommendation: 5**

IV. Assessment of Present Public School Curriculum and/or Programs for Preparing candidates for Employment

1. What is your assessment of the general educational caliber of your recent employees during the past five years? Improved, about the same, or not as well prepared? **improved: 15** **remained the same: 13**
not as well prepared: 5 **no comment: 2**

2. Have your recent employees been able to meet your minimum standards in the following areas:

a. Oral communications? **yes: 29** **no: 3** **omit: 3**

b. Written communications? yes: 17 no: 11 omit: 7

c. Reading, including the ability to understand instructions?

yes: 19 no: 3 omit: 13

d. Creativeness? yes: 19 no: 0 omit: 16

e. Initiative? yes: 20 no: 8 omit: 7

f. Enthusiasm? yes: 17 no: 8 omit: 10

g. Critical thinking? yes: 14 no: 6 omit: 15

h. Other (specify)? evaluated by two main criteria: (1) experience (2) attitude about work

3. How well do you feel our high schools train applicants in specific job skills? not well: 26 well: 4 no answer: 5

4. Do some communities or schools produce graduates who seem to be more qualified than others? not assessed: 22 all about the same: 4 some better than others: 9 Suburban schools were mentioned most by the 9 answering yes.

V. General Comments

1. Are you satisfied with the job that the common schools are doing in preparing young people for the world of work? no: 23 yes: 8 more or less: 3 omit: 1

2. If you were making suggestions to the common schools of the state for further improvement of their instructional program, what major suggestions would you make? Suggestions included in paper.

3. Comments:

Interviewer

Date

Time

Location

Duration

APPENDIX B

PARTICIPATING FIRMS–1968 EMPLOYMENT

Appendix B

PARTICIPATING FIRMS–1968 EMPLOYMENT

PARTICIPATING FIRMS	APPROXIMATE EMPLOYMENT-1968
Service	
American Building Maintenance Co.	514
General Insurance (Safeco)	1,107
Group Health	550
Los Angeles-Seattle Motor Express	577
National Bank of Commerce	1,539
Pacific Northwest Bell Co.	5,732
Pacific Northwest Laboratory (Battelle)	2,854
Puget Sound Power & Light Co.	994
Seattle First National Bank	2,627
Seattle Times	1,236
U.S. Army–Fort Lewis	3,176
U.S. Post Office–Seattle	4,253
Howard S. Wright Construction Co.	578
Manufacturing	
Atlantic Richfield	1,447
Boeing Co.	100,465
Del Monte	754
Douglas United Nuclear	1,946
Evans Products Co.	505
Heath Tecna	892
Kaiser	1,643
Lockheed	3,349
E. A. Nord Co.	578
Olympia Brewing Co.	698
Pacific Car & Foundry	2,088
Puget Sound Naval Shipyard	10,822
Todd Shipyard	2,433
U.S. Plywood	525
Sales	
Frederick & Nelson	3,660
Safeway	2,149
Sales & Manufacturing	
Armour & Co.	354
Fisher Flouring Mills Co.	518
Simpson Timber	529
Service and Sales	
United Air Lines	1,924
Service–Sales–Manufacturing	
Bethlehem Steel Co.	1,218
Weyerhaeuser Co.	1,635

Source: Employment Security Department, State of Washington, September 1968 data

APPENDIX C

TOTAL SAMPLE AND TOTAL SUPERINTENDENT DATA ANALYSIS

WISQM

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TOTAL SAMPLE

463 RECORDS PROCESSED

I. FINANCIAL AND ECONOMIC MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM (PERCENT)
	NOT USED	LOW	AVER-AGE	HIGH	
A. PER-PUPIL EXPENDITURE	9.7	15.8	49.2	25.3	40.4
B. ASSESSED VALUATION PER PUPIL	24.8	25.5	38.2	11.4	27.9
C. MILLAGE RATE	19.2	26.1	33.9	20.7	38.2
D. SUBMISSION/SUCCESS RATIO OF SPECIAL LEVIES	20.5	15.1	32.6	31.7	24.2
E. TEACHER-PUPIL RATIO	4.5	12.7	41.7	41.0	32.8
F. ADMINISTRATION-PUPIL RATIO	22.0	28.9	41.3	7.8	15.6
G. SPEIAL SERVICES-PUPIL RATIO	18.6	22.7	44.5	14.3	14.5
H. LIBRARIAN—PUPIL RATIO	16.8	23.5	43.0	16.6	14.3
I. TEACHER SALARY SCHEDULE	11.7	16.8	48.6	22.9	36.1
J. ADMINISTRATION SALARY SCHEDULE	25.9	22.5	41.9	9.7	23.3
K. ANNUAL EXPENDITURE FOR TRANSPORTATION EQUIPMENT	30.7	33.9	28.7	6.7	23.3
L. ANNUAL EXPENDITURE FOR NEW BUILDINGS	34.1	30.5	27.4	8.0	20.7
M. ANNUAL EXPENDITURE FOR PLANT AND OPERATIONS	19.4	26.8	45.8	8.0	25.3
N. ANNUAL LIBRARY BOOKS PURCHASES	9.1	18.4	50.5	22.0	24.0
O. ANNUAL EXPENDITURES FOR CONSUMABLE MATERIALS	12.1	23.1	49.7	15.1	20.7
P. ANNUAL EXPENDITURES FOR INSTRUCTIONAL SUPPLIES	9.1	15.8	51.6	23.5	22.7
Q. OTHER	94.4	3.9	0.9	0.9	

TOTAL SAMPLE

II. PERSONNEL MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM (PERCENT)
	NOT USED	LOW	AVER-AGE	HIGH	
A. PERCENT OF TEACHERS WITH B.A. DEGREE	16.4	14.9	40.2	28.5	15.6
B. PERCENT OF TEACHERS WITH GRADUATE CREDITS	13.2	15.3	45.1	26.3	15.3
C. PERCENT OF TEACHERS WITH MASTER'S DEGREE	13.4	19.4	43.8	23.3	16.8
D. PERCENT OF TEACHERS WHO PUBLISH JOURNAL ARTICLES OR BOOKS	64.1	25.7	9.5	0.6	1.9
E. PERCENT OF TEACHERS WHO RECEIVE B.A. DEGREE OUTSIDE STATE	62.0	25.3	11.9	0.9	3.7
F. PERCENT OF TEACHERS ABOVE STATE AVERAGE TEACHER'S SALARY	42.1	25.1	27.0	5.8	5.4
G. BALANCE OF EXPERIENCED-INEXPERIENCED TEACHERS	19.9	17.3	44.7	18.1	6.9
H. PERCENT OF TEACHERS WITH A 250+-VOLUME PERSONAL LIBRARY	81.2	13.6	5.0	0.2	0.2
I. PERCENT OF TEACHERS WHO TRAVELED 1200+ MILES IN LAST 5 YEARS	73.9	14.3	7.8	4.1	1.3
J. PERCENT OF TEACHERS INVOLVED IN COMMUNITY OGRANIZATIONS OR ACTIVITIES	28.9	26.3	37.4	7.3	3.2
K. PERCENT OF TEACHERS BELONGING TO TEACHER'S ORGANIZATIONS	34.6	18.4	31.5	15.6	5.8
L. AVERAGE AGE OF TEACHING STAFF	32.6	23.3	39.7	4.3	4.3
M. MALE/FEMALE TEACHER RATIO	39.3	20.3	34.3	6.0	4.8
N. ANNUAL RATE OF TEACHER TURNOVER	13.8	19.7	48.4	18.1	12.5
O. TEACHER ACTIVITIES REPORTED IN NEWS MEDIA	32.2	31.3	31.3	5.2	8.4
P. NUMBER AND INTENSITY OF PERSONNEL CONFLICTS	39.5	25.3	26.3	8.9	0.4
Q. OTHER CHARACTERISTICS	95.7	3.5	0.0	0.9	

TOTAL SAMPLE

III. PROGRAM, CURRICULAR AND PROCESS MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM (PERCENT)
	NOT USED	LOW	AVER-AGE	HIGH	
A. NUMBER OF COURSE OFFERINGS IN TOTAL CURRICULUM	4.8	6.9	51.0	37.4	21.4
B. NUMBER OF COLLEGE PREPARATORY COURSE OFFERINGS	13.4	9.3	51.8	25.5	16.8
C. NUMBER OF VOCATIONAL-TECHNICAL COURSE OFFERINGS	12.7	14.0	47.7	25.5	19.4
D. % OF STUDENTS PARTICIPATING IN CROSS-CULTURAL COURSES	48.8	21.8	26.8	2.6	3.2
E. % OF STUDENTS PARTICIPATING IN INDIVIDUALIZED COURSES	31.5	22.2	31.3	.9	5.8
F. % OF STUDENTS PARTICIPATING IN NON-ENGLISH SPEAKING PROGRAMS	57.5	22.9	17.3	2.4	3.0
G. % OF STUDENTS PARTICIPATING IN DISADVANTAGED PROGRAMS	30.5	24.6	32.0	13.0	9.9
H. % OF STUDENTS PARTICIPATING IN PROGRAMS FOR DROP-OUTS	52.3	18.6	22.0	7.1	7.6
I. % OF STUDENTS PARTICIPATING IN HEADSTART PROGRAMS	60.7	17.3	15.8	6.3	7.6
J. % OF STUDENTS PARTICIPATING IN KINDERGARTEN PROGRAMS	25.5	13.2	40.4	21.0	12.5
K. % OF STUDENTS PARTICIPATING IN 'CULTURAL ENRICHMENT' PROGRAMS	30.7	22.0	36.9	10.4	8.9
L. % OF STUDENTS PARTICIPATING IN DRIVER EDUCATION COURSES	25.1	16.8	40.8	17.3	15.1
M. % OF STUDENTS PARTICIPATING IN FIELD TRIPS PER YEAR	16.9	25.5	42.5	15.1	9.9
N. % OF STUDENTS PARTICIPATING IN ATHLETIC CONTESTS PER YEAR	21.8	16.6	44.7	16.8	8.4
O. % OF STUDENTS PARTICIPATING IN DRAMATIC OR MUSICAL PERFORMANCES	14.9	17.1	51.0	17.1	9.5
P. AVAILABILITY OF SPEECH AND HEARING CLINIC	14.5	16.0	48.4	21.2	12.7
Q. AVAILABILITY OF SPECIAL EDUCATION PROGRAMS	10.8	13.2	43.2	32.8	17.3
R. AVAILABILITY OF PSYCHOLOGICAL AND COUNSELING SERVICES	8.0	14.5	49.9	27.6	16.0
S. AVAILABILITY OF STUDENT ACTIVITY CENTERS AND PROGRAMS	31.1	22.0	37.4	9.5	6.3
T. NUMBER OF BOOKS PER PUPIL IN LIBRARY	11.7	14.3	43.2	30.9	11.9
U. ANNUAL NUMBER OF INNOVATIVE PROGRAMS INITIATED	21.0	22.5	38.4	18.1	10.6
V. OTHER	97.0	2.2	0.9	0.0	

TOTAL SAMPLE

IV. PRODUCT, SPECIAL RECOGNITION AND BEHAVIOR MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM (PERCENT)
	NOT USED	LOW	AVER-AGE	HIGH	
A. STUDENTS' GRADES AND GPA	11.0	12.1	54.0	22.9	14.7
B. NUMBER OF NOMINATIONS TO NATIONAL MILITARY ACADEMIES	36.9	27.0	26.1	9.9	11.4
C. NUMBER OF NATIONAL MERIT SCHOLARSHIP FINALISTS	24.6	18.8	37.1	19.4	17.3
D. STUDENTS' SCORES ON STANDARIZED TESTS	8.6	13.2	55.7	22.5	9.3
E. ACCREDITATION OF SECONDARY SCHOOLS	12.3	5.2	51.0	31.5	13.8
F. TYPES OF EMPLOYMENT OF FORMER STUDENTS	24.2	21.2	37.6	17.1	4.1
G. AVERAGE INCOME OF FORMER STUDENTS	53.1	19.4	22.0	5.4	0.6
H. % OF STUDENTS ENTERING COLLEGE	9.3	8.2	48.6	33.9	16.4
I. % OF STUDENTS ENTERING VOCATIONAL SCHOOL	14.5	18.6	49.0	17.9	12.1
J. % OF STUDENT DROP-OUTS	14.0	20.7	41.5	23.8	13.9
K. PERSONAL TESTIMONY BY FORMER STUDENTS	28.5	19.9	36.5	15.1	2.8
L. % OF STUDENT DISMISSALS	32.8	30.9	29.4	6.9	3.0
M. NUMBER OF STUDENT CONFRONTATIONS	50.1	26.1	18.1	5.6	1.3
N. RECOGNITION OF INDIVIDUALS AND GROUPS IN ARTS OR BAND	10.4	19.7	47.7	22.2	14.5
O. RECOGNITION OF INDIVIDUALS AND TEAMS IN ATHLETICS	10.6	15.1	46.4	27.9	15.1
P. RECOGNITION OF INDIVIDUALS AND GROUPS IN VISUAL ARTS	14.9	24.4	50.5	10.2	9.3
Q. % OF STUDENTS PARTICIPATING IN STUDENT GOVERNMENT	16.0	21.4	50.5	12.1	5.8
R. % OF STUDENTS EXHIBITING SOCIAL ACTIVIST BEHAVIOR	43.0	32.0	22.0	3.0	1.3
S. % OF STUDENTS EXHIBITING INITIATIVE AND SELF-DISCIPLINE	20.3	14.5	39.3	25.9	1.9
T. % OF STUDENTS INVOLVED IN DRUG TRAFFIC	41.3	29.2	20.1	9.5	2.2
U. OTHER	98.1	1.9	0.0	0.0	

TOTAL SAMPLE

V. RELEASE AND DISSEMINATION OF DATA ON SCHOOL QUALITY MEASURES

(PERCENT)

A. PRIMARY RESPONSIBILITY FOR PREPARATION

1. IN YOUR DISTRICT DO YOU HAVE A PERSON WITH A PUBLIC RELATIONS/ REPORT PREPARATION RESPONSIBILITY?	31.3 YES	26.1 NO	42.5 SHARED BY SEVERAL
2. DOES YOUR DISTRICT PREPARE AND DISSEMINATE REPORTS WHICH DEAL DIRECTLY WITH ONE SCHOOL QUALITY MEASURE?	29.6 YES	70.4 NO	
3. DOES YOUR DISTRICT PREPARE AND DISSEMINATE REPORTS WHICH DEAL DIRECTLY WITH SEVERAL SCHOOL QUALITY MEASURES?	57.2 YES	42.8 NO	

B. RELEASE AND DISSEMINATION

1. WOULD YOU CLASSIFY YOUR TYPICAL RELEASE AND DISSEMINATION OF SCHOOL QUALITY MEASURE REPORTS AS:	64.4 GENERAL (AVAILABLE TO THE PRESS AND PUBLIC) 19.4 PROFESSIONAL (EDUCATIONAL STAFF AND BOARD OF TRUSTEES) 7.1 RESTRICTED (SUP'T AND CENTRAL OFFICE STAFF ONLY) 9.1 NO ANSWER
2. ARE SOME SCHOOL QUALITY MEASURE REPORTS JUDGED BY DISTRICT POLICY TO BE SO SENSITIVE OR SUBJECT TO INTERPRETATION AS TO BE NECESSARILY RESTRICTED TO THE SUPERINTENDENT ONLY?	22.0 YES 78.0 NO

C. COMMENTS ON RELEASE AND DISSEMINATION OF SCHOOL QUALITY MEASURES

22.7 % COMMENTED

TOTAL SUPERINTENDENTS

231 RECORDS PROCESSED

I. FINANCIAL AND ECONOMIC MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM
	NOT USED	LOW	AVER-AGE	HIGH	(PERCENT)
A. PER PUPIL EXPENDITURE	7.4	12.6	54.1	26.0	35.9
B. ASSESSED VALUATION PER PUPIL	22.9	25.5	39.4	12.1	25.1
C. MILLAGE RATE	17.3	28.1	35.5	19.0	33.3
D. SUBMISSION/SUCCESS RATIO OF SPECIAL LEVIES	19.5	14.7	36.4	29.4	20.3
E. TEACHER-PUPIL RATIO	2.6	9.5	38.1	49.8	31.2
F. ADMINISTRATION-PUPIL RATIO	20.3	26.8	44.2	8.7	12.6
G. SPEIAL SERVICES-PUPIL RATIO	16.0	18.6	51.5	13.9	12.6
H. LIBRARIANS-PUPIL RATIO	12.6	18.2	48.5	20.8	13.4
I. TEACHER SALARY SCHEDULE	11.3	17.3	50.2	21.2	30.3
J. ADMINISTRATION SALARY SCHEDULE	28.1	24.7	41.1	6.1	17.3
K. ANNUAL EXPENDITURE FOR TRANSPORTATION EQUIPMENT	32.9	34.2	27.3	5.6	18.2
L. ANNUAL EXPENDITURE FOR NEW BUILDINGS	39.0	31.2	24.7	5.2	14.3
M. ANNUAL EXPENDITURE FOR PLANT AND OPERATIONS	19.0	26.4	46.8	7.8	21.2
N. ANNUAL LIBRARY BOOKS PURCHASES	4.3	13.0	54.1	28.6	21.6
O. ANNUAL EXPENDITURES FOR CONSUMABLE MATERIALS	6.1	18.2	55.8	19.9	17.7
P. ANNUAL EXPENDITURES FOR INSTRUCTIONAL SUPPLIES	3.9	11.7	55.4	29.0	19.0
Q. OTHER	93.5	3.5	1.3	1.7	

TOTAL SUPERINTENDENTS

II. PERSONNEL MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM.
	NOT USED	LOW	AVER-AGE	HIGH	(PERCENT)
A. PERCENT OF TEACHERS WITH B.A. DEGREE	10.8	15.6	43.7	29.9	15.6
B. PERCENT OF TEACHERS WITH GRADUATE CREDITS	7.8	13.0	50.6	28.6	14.3
C. PERCENT OF TEACHERS WITH MASTER'S DEGREE	8.7	15.6	50.6	25.1	16.5
D. PERCENT OF TEACHERS WHO PUBLISH JOURNAL ARTICLES OR BOOKS	65.4	22.9	11.3	0.4	2.2
E. PERCENT OF TEACHERS WHO RECEIVE B.A. DEGREE OUTSIDE STATE	63.6	23.4	12.1	0.9	5.2
F. PERCENT OF TEACHERS ABOVE STATE AVERAGE TEACHER'S SALARY	45.9	22.9	26.0	5.2	4.3
G. BALANCE OF EXPERIENCED-INEXPERIENCED TEACHERS	16.0	14.3	47.2	22.5	7.8
H. PERCENT OF TEACHERS WITH A 250+-VOLUME PERSONAL LIBRARY	80.5	14.3	5.2	0.0	0.0
I. PERCENT OF TEACHERS WHO TRAVELED 1200+ MILES IN LAST 5 YEARS	74.9	14.3	8.2	2.6	0.9
J. PERCENT OF TEACHERS INVOLVED IN COMMUNITY OGRANIZATIONS OR ACTIVITIES	20.3	29.4	43.3	6.9	4.8
K. PERCENT OF TEACHERS BELONGING TO TEACHER'S ORGANIZATIONS	33.3	18.6	37.2	10.8	4.3
L. AVERAGE AGE OF TEACHING STAFF	26.0	26.4	43.7	3.9	5.6
M. MALE/FEMALE TEACHER RATIO	37.2	17.3	37.7	7.8	5.2
N. ANNUAL RATE OF TEACHER TURNOVER	9.1	14.7	54.1	22.1	13.9
O. TEACHER ACTIVITIES REPORTED IN NEWS MEDIA	27.3	29.9	38.1	4.8	10.0
P. NUMBER AND INTENSITY OF PERSONNEL CONFLICTS	35.1	25.1	30.7	9.1	0.4
Q. OTHER CHARACTERISTICS	94.4	3.9	0.0	1.7	

TOTAL SUPERINTENDENTS

III. PROGRAM, CURRICULAR AND PROCESS MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM
	NOT USED	LOW	AVER-AGE	HIGH	(PERCENT)
A. NUMBER OF COURSE OFFERINGS IN TOTAL CURRICULUM	0.9	5.2	50.6	43.3	21.2
B. NUMBER OF COLLEGE PREPARATORY COURSE OFFERINGS	10.8	9.5	51.1	28.6	16.9
C. NUMBER OF VOCATIONAL-TECHNICAL COURSE OFFERINGS	10.0	12.1	48.9	29.0	19.0
D. % OF STUDENTS PARTICIPATING IN CROSS-CULTURAL COURSES	47.6	18.6	31.6	2.2	1.3
E. % OF STUDENTS PARTICIPATING IN INDIVIDUALIZED COURSES	27.3	19.0	34.6	19.0	6.1
F. % OF STUDENTS PARTICIPATING IN NON-ENGLISH SPEAKING PROGRAMS	62.8	17.3	17.3	2.6	2.6
G. % OF STUDENTS PARTICIPATING IN DISADVANTAGED PROGRAMS	32.0	22.1	32.5	13.4	8.2
H. % OF STUDENTS PARTICIPATING IN PROGRAMS FOR DROP-OUTS	52.4	16.5	25.1	6.1	6.1
I. % OF STUDENTS PARTICIPATING IN HEADSTART PROGRAMS	68.0	14.3	12.6	5.2	6.1
J. % OF STUDENTS PARTICIPATING IN KINDERGARTEN PROGRAMS	22.1	13.9	43.3	20.8	11.7
K. % OF STUDENTS PARTICIPATING IN 'CULTURAL ENRICHMENT' PROGRAMS	27.7	16.9	42.4	13.0	9.1
L. % OF STUDENTS PARTICIPATING IN DRIVER EDUCATION COURSES	25.5	19.5	41.1	13.9	14.3
M. % OF STUDENTS PARTICIPATING IN FIELD TRIPS PER YEAR	13.0	21.6	49.8	15.6	9.5
N. % OF STUDENTS PARTICIPATING IN ATHLETIC CONTESTS PER YEAR	20.8	17.3	48.1	13.9	7.4
O. % OF STUDENTS PARTICIPATING IN DRAMATIC OR MUSICAL PERFORMANCES	10.8	14.7	58.0	16.5	9.1
P. AVAILABILITY OF SPEECH AND HEARING CLINIC	10.0	13.4	51.1	25.5	16.0
Q. AVAILABILITY OF SPECIAL EDUCATION PROGRAMS	6.1	12.1	44.6	37.2	16.5
R. AVAILABILITY OF PSYCHOLOGICAL AND COUNSELING SERVICES	4.3	11.7	52.8	31.2	17.3
S. AVAILABILITY OF STUDENT ACTIVITY CENTERS AND PROGRAMS	28.1	18.6	40.3	13.0	6.1
T. NUMBER OF BOOKS PER PUPIL IN LIBRARY	3.9	8.2	46.3	41.6	13.9
U. ANNUAL NUMBER OF INNOVATIVE PROGRAMS INITIATED	18.2	20.3	42.9	18.6	11.3
V. OTHER	96.1	2.2	1.7	0.0	—

TOTAL SUPERINTENDENTS

IV. PRODUCT, SPECIAL RECOGNITION AND BEHAVIOR MEASURES

	DEGREE OF USE (PERCENT)				DATA PUBLISHED ON ITEM
	NOT USED	LOW	AVER-AGE	HIGH	(PERCENT)
A. STUDENTS' GRADES AND GPA	8.7	13.4	56.3	21.6	14.3
B. NUMBER OF NOMINATIONS TO NATIONAL MILITARY ACADEMIES	34.6	26.0	29.0	10.4	12.6
C. NUMBER OF NATIONAL MERIT SCHOLARSHIP FINALISTS	22.5	19.9	39.8	17.7	17.7
D. STUDENTS' SCORES ON STANDARIZED TESTS	6.1	13.0	54.5	26.4	8.7
E. ACCREDITATION OF SECONDARY SCHOOLS	9.5	6.5	50.6	33.3	15.6
F. TYPES OF EMPLOYMENT OF FORMER STUDENTS	19.9	18.2	41.1	20.8	4.3
G. AVERAGE INCOME OF FORMER STUDENTS	51.5	16.0	26.0	6.5	0.4
H. % OF STUDENTS ENTERING COLLEGE	6.9	5.6	53.7	33.8	18.2
I. % OF STUDENTS ENTERING VOCATIONAL SCHOOL	11.3	15.6	50.6	22.5	13.4
J. % OF STUDENT DROP-OUTS	8.7	14.3	45.9	31.2	13.4
K. PERSONAL TESTIMONY BY FORMER STUDENTS	19.9	16.0	46.3	17.7	3.5
L. % OF STUDENT DISMISSALS	27.7	30.3	33.3	8.7	2.6
M. NUMBER OF STUDENT CONFRONTATIONS	45.9	25.5	21.2	7.4	0.9
N. RECOGNITION OF INDIVIDUALS AND GROUPS IN ARTS OR BAND	9.5	15.6	49.4	25.5	14.3
O. RECOGNITION OF INDIVIDUALS AND TEAMS IN ATHLETICS	10.4	14.7	49.8	25.1	16.0
P. RECOGNITION OF INDIVIDUALS AND GROUPS IN VISUAL ARTS	11.7	19.5	54.1	14.7	10.8
Q. % OF STUDENTS PARTICIPATING IN STUDENT GOVERNMENT	11.3	17.3	54.5	16.9	6.5
R. % OF STUDENTS EXHIBITING SOCIAL ACTIVIST BEHAVIOR	40.7	29.0	26.8	3.5	0.9
S. % OF STUDENTS EXHIBITING INITIATIVE AND SELF-DISCIPLINE	16.5	9.5	38.5	35.5	2.6
T. % OF STUDENTS INVOLVED IN DRUG TRAFFIC	39.4	26.8	22.9	10.8	2.2
U. OTHER	98.7	1.3	0.0	0.0	

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                TOTAL SUPERINTENDENTS


                V. RELEASE AND DISSEMINATION OF DATA ON SCHOOL QUALITY MEASURES

                                          (PERCENT)


A. PRIMARY RESPONSIBILITY FOR PREPARATION
  1. IN YOUR DISTRICT DO YOU HAVE A PERSON WITH A PUBLIC RELATIONS/
     REPORT PREPARATION RESPONSIBILITY?                            24.7 YES     23.4 NO     51.9 SHARED BY SEVERAL
  2. DOES YOUR DISTRICT PREPARE AND DISSEMINATE REPORTS WHICH DEAL
     DIRECTLY WITH ONE SCHOOL QUALITY MEASURE?                     27.7 YES     72.3 NO
  3. DOES YOUR DISTRICT PREPARE AND DISSEMINATE REPORTS WHICH DEAL
     DIRECTLY WITH SEVERAL SCHOOL QUALITY MEASURES?                61.5 YES     38.5 NO


B. RELEASE AND DISSEMINATION
  1. WOULD YOU CLASSIFY YOUR TYPICAL RELEASE AND DISSEMINATION OF
     SCHOOL QUALITY MEASURE REPORTS AS:                            72.3 GENERAL (AVAILABLE TO THE PRESS AND
                                                                                 PUBLIC)
                                                                   17.7 PROFESSIONAL (EDUCATIONAL STAFF AND
                                                                                 BOARD OF TRUSTEES)
                                                                    2.2 RESTRICTED (SUP'T AND CENTRAL OFFICE
                                                                                STAFF ONLY)
                                                                    7.8 NO ANSWER
  2. ARE SOME SCHOOL QUALITY MEASURE REPORTS JUDGED BY DISTRICT
     POLICY TO BE SO SENSITIVE OR SUBJECT TO INTERPRETATION AS
     TO BE NECESSARILY RESTRICTED TO THE SUPERINTENDENT ONLY?      17.7 YES     82.3 NO


C. COMMENTS ON RELEASE AND DISSEMINATION OF SCHOOL QUALITY MEASURES
                                                                   17.3 % COMMENTED
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WASHINGTON STATE INVENTORY OF SCHOOL QUALITY MEASURES

NAME OF PERSON RESPONDING____

POSITION OR TITLE____

SCHOOL ADDRESS____

SCHOOL DISTRICT____

TELEPHONE: AREA CODE________ NUMBER______________ EXTENSION__________

- Purpose of this Study

The goal of this study is to catalog those measures now currently used by school districts in determining educational quality. Perceptions or opinions as to what "should be" is not an objective. Rather, the primary focus is aimed at measures school districts accept and use in assessing, planning and programming.

- Utilization of Findings

Once collected and summarized, the Inventory of Washington School Quality Measures will yield an up-to-date picture of those considerations most widely and least widely used by school executives as indicators of quality. This information will be of interest to all who are concerned with public education.

- Confidentiality

Individual districts will not be identified in the inventory resulting from this study, although district data will be classified and clustered according to size and other logistical factors. The findings of the study will be reported in a published inventory which will be informative and useful to those interested in the common schools.

- Completion Time

Pre-testing indicates an average investment of 20 minutes to complete this status report.

I. FINANCIAL AND ECONOMIC MEASURES

To what degree does your school district now use the following financial and economic measures as an indicator of educational quality?

	Circle degree of use:				Check (✓) if district publishes* data on item:
	Not Used	Low	Average	High	
A. Per pupil expenditure	0	1	3	5	____
B. Assessed valuation per pupil	0	1	3	5	____
C. Millage rate	0	1	3	5	____
D. Submission/success ratio of Special Levies	0	1	3	5	____
E. Teacher-Pupil ratio	0	1	3	5	____
F. Administration-Pupil ratio	0	1	3	5	____
G. Special Services-Pupil ratio	0	1	3	5	____
H. Librarians-Pupil ratio	0	1	3	5	____
I. Teacher Salary Schedule	0	1	3	5	____
J. Administration Salary Schedule	0	1	3	5	____
K. Annual expenditure for transportation equipment	0	1	3	5	____
L. Annual expenditure for new buildings	0	1	3	5	____
M. Annual expenditure for plant and operations	0	1	3	5	____
N. Annual library books purchases	0	1	3	5	____
O. Annual expenditures for consumable materials	0	1	3	5	____
P. Annual expenditures for instructional supplies	0	1	3	5	____
Q. Other: Specify ____________________	0	1	3	5	____
____________________	0	1	3	5	____

*For purposes of the study, "publishes" is defined as "prepared in written or summary form and given distribution extending beyond the Central Office (Superintendent's) Staff."

PERSONNEL MEASURES

To what degree does your school district now use the following measures as an indicator of its educational quality?

	Circle degree of use				Check (✓) if district publishes data on item:
	Not Used	Low	Average	High	
A. Percent of teachers with B.A. degree	0	1	3	5	____
B. Percent of teachers with graduate credits	0	1	3	5	____
C. Percent of teachers with master's degree	0	1	3	5	____
D. Percent of teachers who publish journal articles or books	0	1	3	5	____
E. Percent of teachers who receive B.A. degree outside the state	0	1	3	5	____
F. Percent of teachers above state average teacher's salary	0	1	3	5	____
G. Balance of experienced-inexperienced teachers	0	1	3	5	____
H. Percent of teachers with a 250+ volume personal library	0	1	3	5	____
I. Percent of teachers who traveled 1200+ miles in the last 5 years	0	1	3	5	____
J. Percent of teachers involved in community organizations or activities	0	1	3	5	____
K. Percent of teachers belonging to teacher's organizations	0	1	3	5	____
L. Average age of teaching staff	0	1	3	5	____
M. Male/female teacher ratio	0	1	3	5	____
N. Annual rate of teacher turnover	0	1	3	5	____
O. Teacher activities reported in news media	0	1	3	5	____
P. Number and intensity of personnel conflicts	0	1	3	5	____
Q. Other characteristics: Specify ________________ ________________	0	1	3	5	____

III. PROGRAM, CURRICULAR AND PROCESS MEASURES

To what degree does your school district now use the following measures as an indicator of its educational quality?

		Circle degree of use:				Check (✓) if district publishes data on this item:
		Not Used	Low	Aver-age	High	
A.	Number of course offerings in total curriculum	0	1	3	5	____
B.	Number of college preparatory course offerings	0	1	3	5	____
C.	Number of vocational-technical course offerings	0	1	3	5	____
D.	% of students participating in cross-cultural courses	0	1	3	5	____
E.	% of students participating in individualized courses	0	1	3	5	____
F.	% of students participating in non-English speaking programs	0	1	3	5	____
G.	% of students participating in disadvantaged programs	0	1	3	5	____
H.	% of students participating in programs for drop-outs	0	1	3	5	____
I.	% of students participating in Headstart programs	0	1	3	5	____
J.	% of students participating in kindergarten programs	0	1	3	5	____
K.	% of students participating in "cultural enrichment" programs	0	1	3	5	____
L.	% of students participating in driver education courses	0	1	3	5	____
M.	% of students participating in field trips per year	0	1	3	5	____
N.	% of students participating in athletic contests per year	0	1	3	5	____
O.	% of students participating in dramatic or musical performances	0	1	3	5	____
P.	Availability of speech and hearing clinic	0	1	3	5	____
Q.	Availability of special education programs	0	1	3	5	____
R.	Availability of psychological and counseling services	0	1	3	5	____
S.	Availability of student activity centers and programs	0	1	3	5	____
T.	Number of books per pupil in library	0	1	3	5	____
U.	Annual number of innovative programs initiated	0	1	3	5	____
V.	Other: Specify ____________________	0	1	3	5	____
	____________________	0	1	3	5	____

IV. PRODUCT, SPECIAL RECOGNITION AND BEHAVIOR MEASURES

To what degree does your school district now use the following measures as indicators of educational quality?

		Circle degree of use:				Check (✓) if district publishes data on this item:
		Not Used	Low	Average	High	
A.	Students' grades and GPA	0	1	3	5	____
B.	Number of nominations to national military academies	0	1	3	5	____
C.	Number of National Merit Scholarship finalists	0	1	3	5	____
D.	Students' scores on standardized tests	0	1	3	5	____
E.	Accreditation of secondary schools	0	1	3	5	____
F.	Types of employment of former students	0	1	3	5	____
G.	Average income of former students	0	1	3	5	____
H.	% of students entering college	0	1	3	5	____
I.	% of students entering vocational school	0	1	3	5	____
J.	% of student drop-outs	0	1	3	5	____
K.	Personal testimony by former students	0	1	3	5	____
L.	% of student dismissals	0	1	3	5	____
M.	Number of student confrontations	0	1	3	5	____
N.	Recognition of individuals and groups in arts or band	0	1	3	5	____
O.	Recognition of individuals and teams in athletics	0	1	3	5	____
P.	Recognition of individuals and groups in visual arts	0	1	3	5	____
Q.	% of students participating in student government	0	1	3	5	____
R.	% of students exhibiting social activist behavior	0	1	3	5	____
S.	% of students exhibiting initiative and self-discipline	0	1	3	5	____
T.	% of students involved in drug traffic	0	1	3	5	____
U.	Other: Specify ______________________	0	1	3	5	____
	______________________	0	1	3	5	____

V. RELEASE AND DISSEMINATION OF DATA ON SCHOOL QUALITY MEASURES

Public schools report regularly to a variety of individuals and groups--from the State Department of Education to the local press and media. The purpose of this section is to learn something of the highlights of individual district procedures and practices.

A. Primary Responsibility for Preparation

1. In your district do you have a person with a public relations/report preparation responsibility? ____ Yes ____ No ____ Shared by several

2. Does your district prepare and disseminate reports which deal directly with one School Quality Measure? ____ Yes ____ No

3. Does your district prepare and disseminate reports which deal directly with several School Quality Measures? ____ Yes ____ No

B. Release and Dissemination

1. Would you classify your typical release and dissemination of School Quality Measure reports as:

____ General (available to the press and public)

____ Professional (Educational Staff and Board of Trustees)

____ Restricted (Sup't and Central Office Staff only)

2. Are some School Quality Measure reports judged by district policy to be so sensitive or subject to interpretation as to be necessarily restricted to the Superintendent only? ____ Yes ____ No

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C. Comments on Release and Dissemination of School Quality Measures

Are there any elements of your procedures and practices of data preparation/dissemination/analysis which are unique or exemplary or on which you would like to comment? (Use back of this page, if necessary.)

____

____

THE CALIFORNIA STUDY

A SURVEY OF ACCOUNTABILITY AND ASSESSMENT PROCEDURES AND PRACTICES EMPLOYED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

Section 1

INTRODUCTION

The attempts by the legislature and various agencies of the State of California to design, develop and implement techniques for evaluating the efficiency and effectiveness of local educational programs can best be described as fragmented and disjointed. Several sophisticated programs have been implemented state-wide, and two or three concentrated studies are under way. However, there appears to be little central coordination of effort and analysis of findings. In fact, several study commissions apparently have been charged with overlapping responsibilities. Little communication between study commissions and programs exists.

Attempts by various programs and commissions to produce and implement findings are influenced by three factors:

1. The political scene—a constitutionally elected, non partisan State Superintendent and strong-willed legislative Senate and Assembly Education Committees.
2. The financial scene—continued competitiveness of growing public-sector programs for the tax dollar combined with a taxpaying public aroused over the dollar's decreasing purchasing power.
3. The educational scene—loss of confidence in the public schools by the taxpayers. Local education agencies tend to give their current financial crisis top-priority consideration. Additionally, associations representing educators are failing to assume an active role in and an open attitude towards many of the tasks charged to study commissions. This failure to participate actively may result from feelings that the findings of such commissions tend to be, in the long term, inconsequential when put into operation.

Despite these trends, several important assessment programs have been implemented in the State of California. Study commissions are, moreover, actively pursuing the problem of evaluation, and several have made important strides in designing, developing, and pilot-testing effectiveness and efficiency techniques.

It has been observed that those programs and projects demonstrating success appear to have the following characteristics:

A. A specific and reasonable charge of responsibility.
B. Appropriate level of funding and the continuance of that funding.
C. The employment of knowledgeable and well-paid staffs.
D. Early involvement of representatives of local education agencies and professional associations.
E. A well-planned tentative program of operation stating specific procedures, order of process, and realistic target dates.
F. Authorization and funding by the State Legislature; final report due to a legislative body.

Section 2

SUMMARY OF PROGRAMS, COMMISSIONS, AND COMMITTEES

California Education Information System (CEIS)

CEIS provides pupil and business computer services through 12 regional centers to approximately 40 percent of California State local education agencies. Pupil subsystem includes: scheduling, attendance, mark reporting, test scoring, California guidance, student master file, and administrative planning. The business subsystem includes: control, accounts payable, stores inventory, personnel/payroll, and financial data. Several of the regional centers have developed additional specific services to meet local needs. The regional centers channel data to the CEIMS located in Sacramento.

California Education Information Management System (CEIMS)

CEIMS is designed as an information management program for the California State Department of Education. Current application programs include credentials, special education, ethnic surveys, apportionment, and state testing. Proposed programs include Federal funds, vocational education, fiscal accounting, administrative research, compensatory education, and textbooks.

CEIMS is essentially, at the present time, an integrated educational data bank providing raw and summary data required for information and reports to the State Legislature, the Governor's Office, the U.S. Office of Education, the State Department of Education, and local education agencies.

California State Testing Act, 1969

The California State Department of Education is required to obtain and publish in "readable" form intelligence- and achievement-test scores of all sixth- and twelfth-grade students in public schools in the state. The State Board of Education has selected the tests to be administered: *Lorge-Thorndike Intelligence Tests*, grades six and twelve; *Iowa Tests of Educational Development*, grade twelve; *Comprehensive Test of Basic Skills*, grade six; and the *California Physical Performance Test*, grade six. Intelligence- and reading achievement-test results for the 1968-69 school year were published in rank-order form in 1970. Additional information published for each district included: family poverty level, minority percentage, transitory factors, assessed valuation, instructional expenditures, tax rate, minimum and maximum salaries, pupil-teacher ratio, and number of certificated nonteaching personnel. Information from the Miller-Unruh testing program was included in the report.

Miller-Unruh Basic Reading Act, 1965

The Miller-Unruh Basic Reading Act of 1965 is a state-supported program designed to provide additional reading specialists to those districts having a high percentage of low-achieving readers in grades one, two, and three. All students in grades one, two, and three in the state are tested. Two uses are made of test results: evaluation of reading programs, and determination of priorities for funding under the act.

Elementary and Secondary Education Act, Title I

The Division of Program Evaluation, Office of Compensatory Education of the State Department of Education, is required by this Federal act to submit an annual state-wide evaluation of all Title I projects. The staff has developed an evaluation form to be completed by each local education agency having a Title I project. Information requested relates to the following programs: language development, mathematics, supportive auxiliary services, intergroup relations, parent involvement, and staff development. Within the last program, the state evaluation staff has developed an evaluation form designed to implement cost-effectiveness analysis of in-service training programs.

Governor's Commission on Educational Reform

Governor Ronald Reagan authorized this commission in 1969 and charged it with the task of studying public school financing, teacher training and certification, salaries, school districting urban and suburban needs, organization and management of school administration, classroom practices and curriculum. The commission has issued its first list of recommendations to the Governor and has been funded for this fiscal year to continue its investigations.

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Advisory Commission on School District Budgeting and Accounting

The State Legislature authorized and funded the Planned Program Budgeting System (PPBS) Advisory Commission. The charge to the commission was to formulate and prepare for implementation a PPB system for local education agencies. During 1968-69 a conceptual design of a PPBS was developed in conjunction with six local education agencies, professional associations, and a consulting firm. The system was pretested in 14 school districts and one county superintendent's office during the 1969-70 school year. During the 1970-71 school year some 800 local education-agency personnel will be trained to utilize the system in local school districts. A manual has been published and will be available later this fall. The PPB System is described as including these components:

1. Goals, objectives, and evaluative criteria.
2. Programs, program structure, and program codes.
3. Program budget and multiyear financial plan.
4. Program costs accounts and program reports.
5. Management information system.
6. System analysis.

Data Processing

Several agencies and professional associations have authorized policy committees functioning in the area of data processing. Those included in this report were:

1. State Advisory Committee on Integrated Data Processing–formed to advise the State Superintendent of Public Instruction.
2. Educational Task Force on Educational Data Processing–acting as a liaison committee on data processing between the California State Department of Education and professional associations.
3. Educational Data Processing Committee–State legislatures require all state agencies employing data processing applications to have an agency advisory committee. This committee is comprised of cabinet-level members of the State Department of Education and reviews and recommends a data processing policy for the department.
4. County Superintendent's Data Processing Committee–Superintendents from each county having a regional center meet to discuss problems, initiate activity and propose policy for the regional CEIS centers.

Advisory Committee on Program and Cost Effectiveness

This committee was recently authorized by the State Legislature to study and recommend for funding Title I, Title III, and Miller-Unruh programs which demonstrate the greatest cost effectiveness. The committee has just recently met and developed a tentative program of study. They are currently looking for an executive secretary. A preliminary questionnaire has been developed for the cost-effectiveness evaluation of Title I, grade-three reading programs.

Joint Committee on Educational Goals and Objectives

The joint committee was comprised of members of the Senate and Assembly Education Committees and three representatives of the State Board of Education. Their report–*The Way to Relevance and Accountability in Education* –was presented during the last legislative session.

Section 3

BUREAU OF INFORMATION SYSTEMS CALIFORNIA STATE DEPARTMENT OF EDUCATION

The California State Bureau of Information Systems is responsible for developing and implementing information systems and data processing applications for the State Department of Education. The State Legislature recently mandated changes within this bureau, and currently the major responsibility of the bureau appears to be to design, develop, and implement the California Education Information System (CEIS) and the California Education Information Management System (CEIMS).[1] The former is a regional data-collecting system currently located in 12 centers, and the latter, an educational data bank and information-retrieval system located in Sacramento. Regional centers feed data to the Sacramento center.

California Education Information System

The purpose of the CEIS is to provide a consistent state-wide reporting system and data base.

The CEIS concept emphasizes the development of information systems for local district use that will generate, as by-products of the basic processing steps, the information required by county, state, and Federal agencies. CEIS is available to any school district as well as to regional centers. The basic system is "open-ended" as to input and output media; sophisticated as well as basic approaches to data transmission can be accommodated. This flexibility encourages users to develop options above and beyond the basic system.[2]

CEIS has two basic components or subsystems: the business subsystem and the pupil subsystem (see Figure 1). The former makes available functions or applications for local education agencies in the areas of attendance, scheduling, test scoring, mark reporting, California guidance, and administrative planning. The business subsystem provides for control, accounts payable, stores inventory, personnel/payroll, and financial applications. Several of the regional centers have developed additional or specialized applications; *e.g.,* Riverside: county business services; Sacramento: audio-visual catalogue system, facility inventory for community colleges; Central Valley: migrant education–Title I; Contra Costa: Public Law 874 Survey, library inventory.

The Pupil Subsystem[3]

The current pupil subsystem is made up of seven applications: student master, scheduling, attendance accounting, mark reporting, test reporting, California guidance, and administrative planning.

1. Student Master

The student master file combines information from all applications of the pupil subsystem into a common pool of data for report generation and historical accumulation. Maintenance of the file is carried out concurrent with the normal data-gathering and data-reporting activities.

2. Scheduling

The scheduling application is capable of standard or flexible scheduling of large or small schools and has been designed for high efficiency in scheduling a large number of schools. Two major steps are involved in preparing a master schedule. First, information needed by administration to construct the master is produced from student request cards. Second, after the school administration has analyzed the output and prepared a school master schedule, the pupil assignment is initiated. Normally this second step is run several times, initially as a series of trial runs and finally as a production run, with the school administration adjusting the school master schedule.

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[1] **Advisory Committee on Integrated Data Processing, *Educational Data Processing* (Sacramento, California: August 1970), p. 34.**

[2] **Herb Adams, "CEIS in California Regional Centers," *Journal of Educational Data Processing*, 6, No. 3, 181-92.**

[3] **Information on the pupil and business subsystems is quoted from Adams, *Op. Cit.*, pp. 184-86;**

3. Attendance Accounting

This application provides the means for collecting attendance and enrollment information from the districts. It also has the ability to distribute to these same districts syntheses of the data received via regular attendance, irregular attendance, and district of residence reports.

4. Mark Reporting

By extraction from the student master file, this application generates mark-data cards identified as to the appropriate grade and teacher comment, generally by mark sense. The cards are resubmitted to the system, where the student file is updated and report cards with corresponding mark labels are generated.

5. Test Reporting

Test packets of student name cards and appropriate test cards for particular grades are initially prepared by the test reporting application and forwarded to the schools for utilization. Upon return of the test packets, scoring is automatically performed and the student master file is updated. Reports generated include frequency distribution and student profile reports. Local and state reporting of test results are possible with this application.

6. California Guidance

The California guidance application provides the capability of reporting selected student information for comparisons, future planning, or transcripts. Data elements contained on the report include all courses taken and corresponding marks and credits, a profile of the most recent test results, mark averages, rank in class, credits earned, credits deficient, credits required for graduation, and the usual student personnel data.

7. Administrative Planning

By utilizing accumulated historical data on the student master file, coupled with quantitative and qualitative variables for controlling the exception-reporting process, a series of administrative and educational planning exception reports can be generated. These reports can be produced at the various summary levels as required for counselors, teachers, principals, superintendents, and so on. Some of the reports and selection criteria are listed as follows:

a. Student honors list–based on cumulative mark-point average versus school-supplied norm. This listing may be by school or by department.

b. Achievement deficiency report–lists youngsters when any of the following exists: achievement less than ability, MPA less than supplied norm, cumulative MPA greater than current MPA by supplied range, or credit deficiencies. This report may be generated for the counselor (by student), principal (by grade), and/or superintendent (by school).

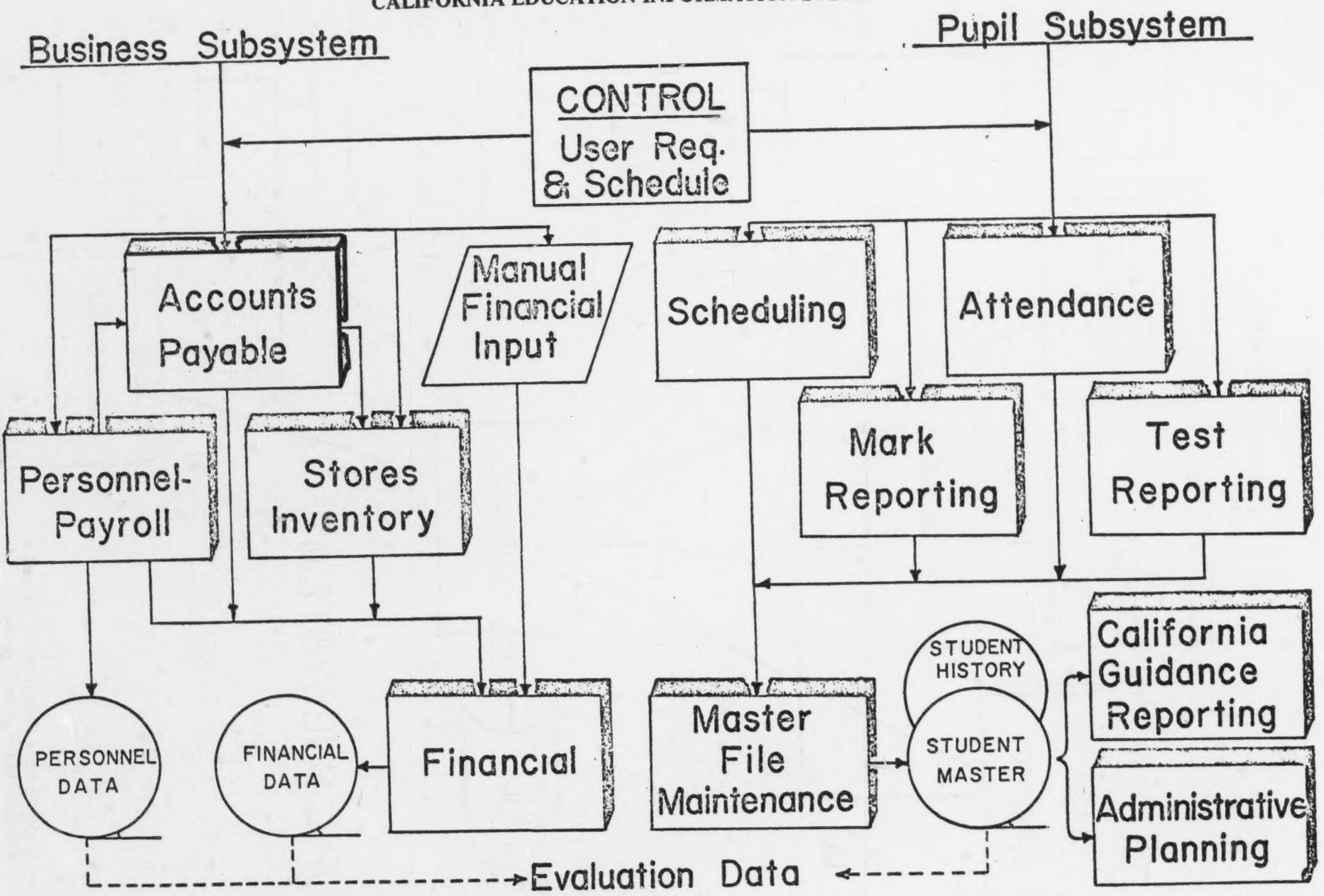
c. Comparative analyses report–lists the stanines for various ability and achievement classifications as well as mark averages by selected areas. Various comparisons are made and appropriate comments reported, such as the following assigned:

Recorded marks above potential.
Ability above achievement.
Recorded marks below potential.
Grades suppressed by ability.

Detailed reports or summaries are available for counselors (by student), principal (by grade), and/or superintendent (by school).

Figure 1

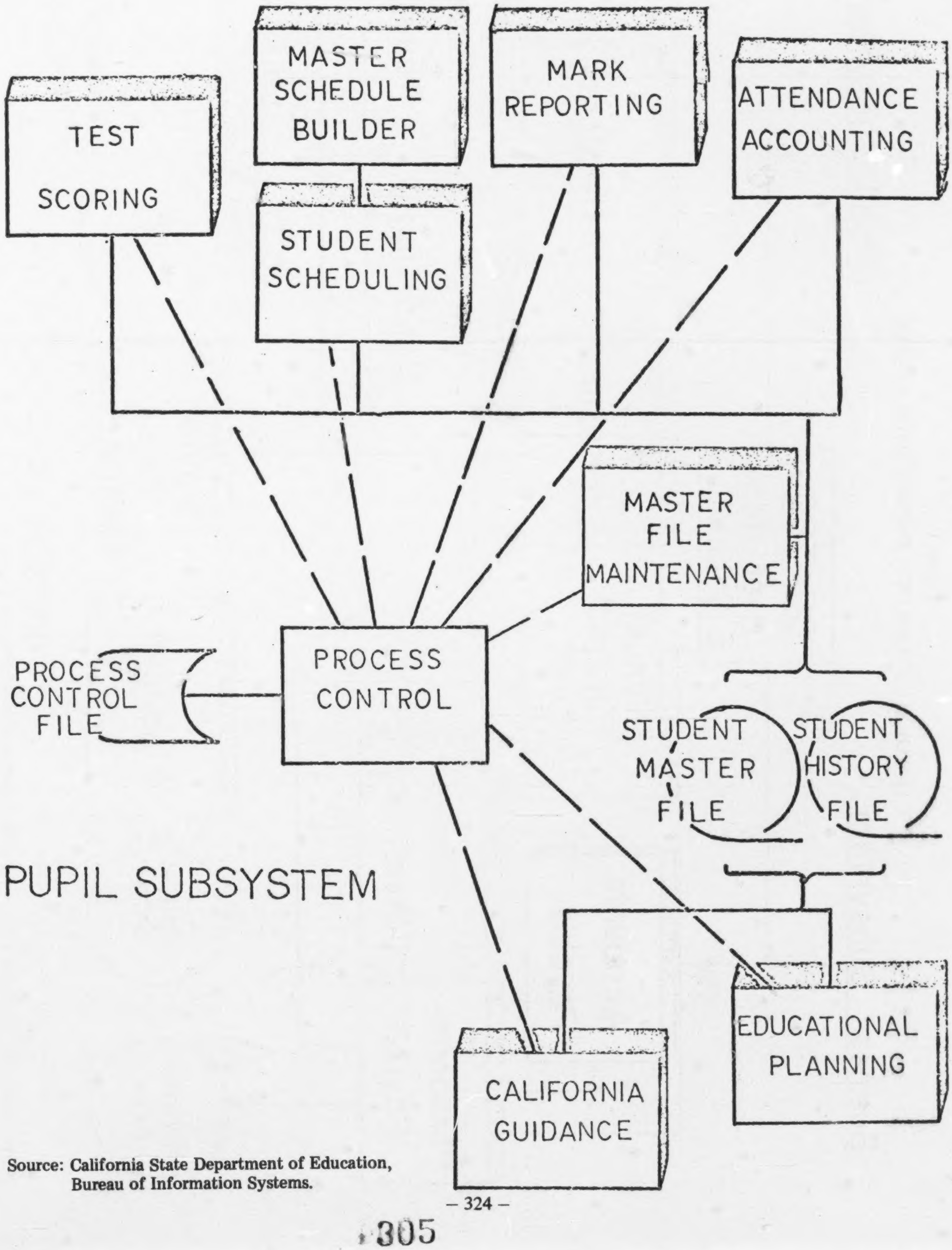
CALIFORNIA EDUCATION INFORMATION SYSTEM


Business Subsystem
Pupil Subsystem
CONTROL
User Req.
& Schedule
Accounts Payable
Manual Financial Input
Scheduling
Attendance
Personnel-Payroll
Stores Inventory
Mark Reporting
Test Reporting
California Guidance Reporting
PERSONNEL DATA
FINANCIAL DATA
Financial
Master File Maintenance
STUDENT HISTORY
STUDENT MASTER
Administrative Planning
Evaluation Data

Source: California State Department of Education, Bureau of Information Systems.

Figure 2

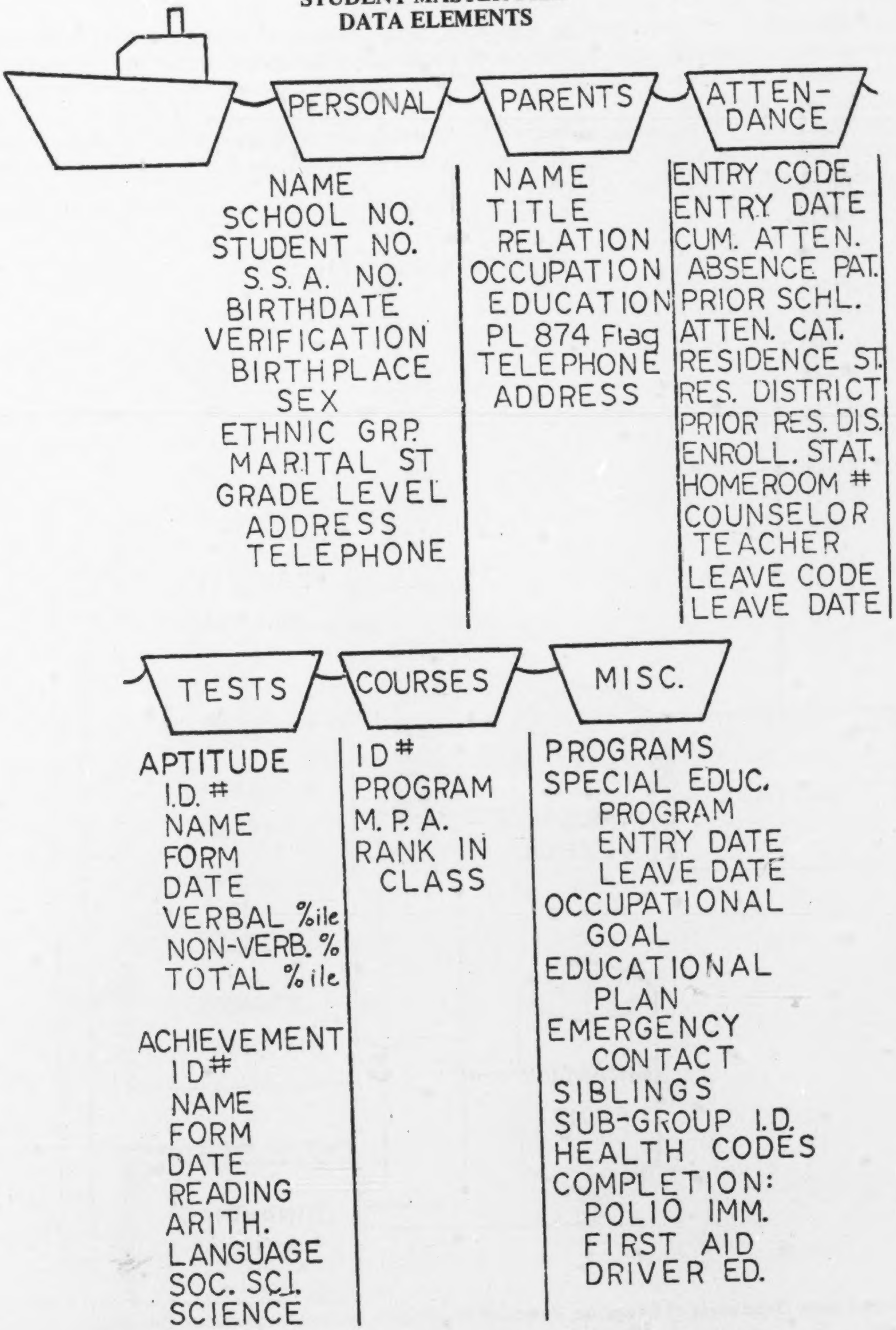
PUPIL SUBSYSTEM


MASTER SCHEDULE BUILDER
MARK REPORTING
TEST SCORING
ATTENDANCE ACCOUNTING
STUDENT SCHEDULING
MASTER FILE MAINTENANCE
PROCESS CONTROL FILE
PROCESS CONTROL
STUDENT MASTER FILE
STUDENT HISTORY FILE
PUPIL SUBSYSTEM
EDUCATIONAL PLANNING
CALIFORNIA GUIDANCE

Source: California State Department of Education,
Bureau of Information Systems.

Figure 3

STUDENT MASTER FILE
DATA ELEMENTS



PERSONAL
- NAME
- SCHOOL NO.
- STUDENT NO.
- S.S.A. NO.
- BIRTHDATE
- VERIFICATION
- BIRTHPLACE
- SEX
- ETHNIC GRP.
- MARITAL ST
- GRADE LEVEL
- ADDRESS
- TELEPHONE

PARENTS
- NAME
- TITLE
- RELATION
- OCCUPATION
- EDUCATION
- PL 874 Flag
- TELEPHONE
- ADDRESS

ATTENDANCE
- ENTRY CODE
- ENTRY DATE
- CUM. ATTEN.
- ABSENCE PAT.
- PRIOR SCHL.
- ATTEN. CAT.
- RESIDENCE ST.
- RES. DISTRICT
- PRIOR RES. DIS.
- ENROLL. STAT.
- HOMEROOM #
- COUNSELOR
- TEACHER
- LEAVE CODE
- LEAVE DATE

TESTS
- APTITUDE
  - I.D. #
  - NAME
  - FORM
  - DATE
  - VERBAL %ile
  - NON-VERB. %
  - TOTAL %ile
- ACHIEVEMENT
  - ID#
  - NAME
  - FORM
  - DATE
  - READING
  - ARITH.
  - LANGUAGE
  - SOC. SCI.
  - SCIENCE

COURSES
- ID#
- PROGRAM
- M.P.A.
- RANK IN CLASS

MISC.
- PROGRAMS
- SPECIAL EDUC.
  - PROGRAM
  - ENTRY DATE
  - LEAVE DATE
- OCCUPATIONAL GOAL
- EDUCATIONAL PLAN
- EMERGENCY CONTACT
- SIBLINGS
- SUB-GROUP I.D.
- HEALTH CODES
- COMPLETION:
  - POLIO IMM.
  - FIRST AID
  - DRIVER ED.

Source: California State Department of Education, Bureau of Information Systems, Sacramento, California.

The Business Subsystem[1]

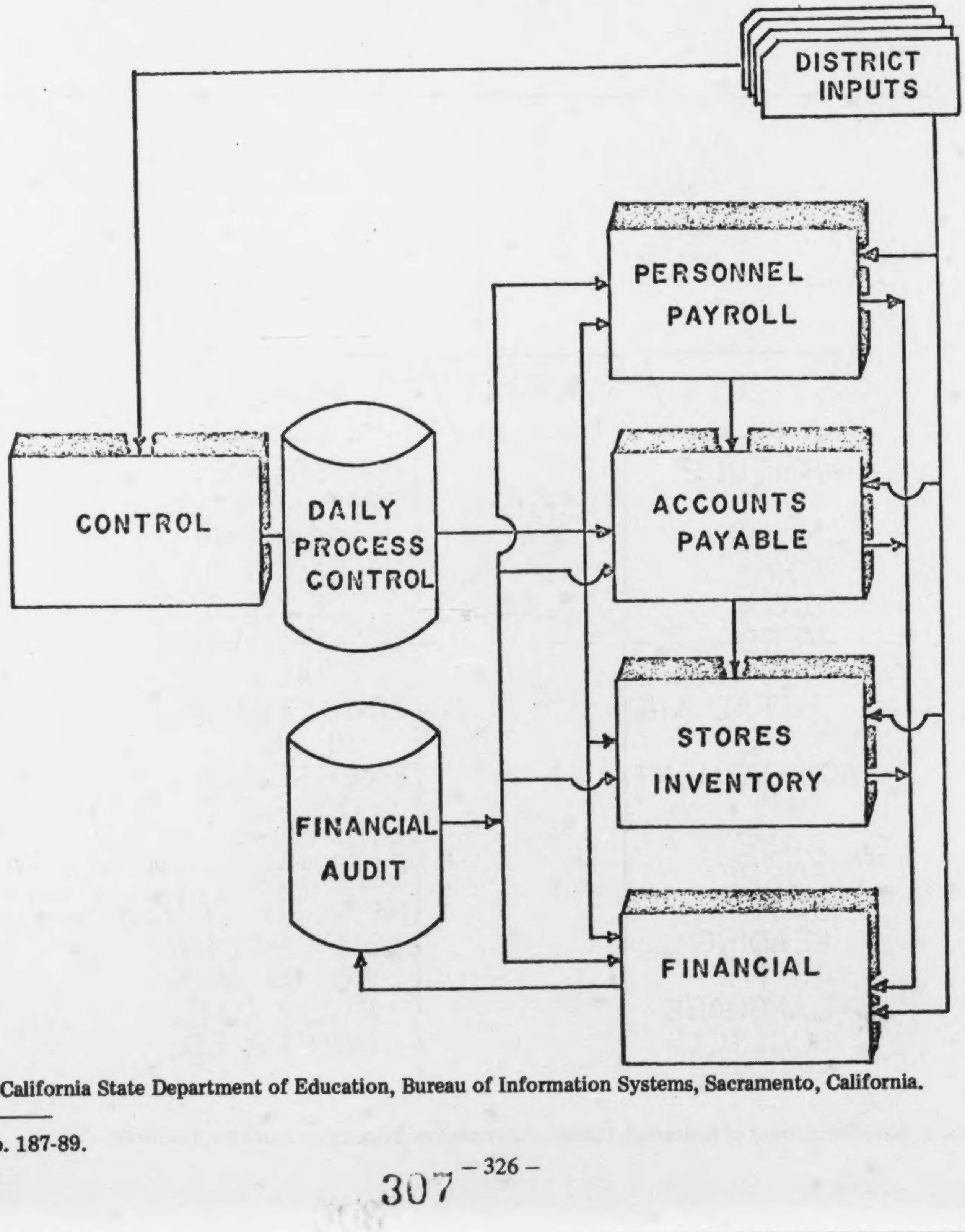
The CEIS Business Subsystem currently includes five applications relating to control, accounts payable, stores inventory, personnel/payroll, and financial.

Each application was developed by the state department staff working closely with the various associations, committees, school districts, and individuals concerned with CEIS. Wherever possible, proved concepts of systems currently operational within major school districts were utilized to insure practicality of approach.

While the total system design includes the capability for each application (excluding control) to operate on a "stand alone" basis, the basic strength of the system is in the interrelationship of one application with the others.

Figure 4

BUSINESS SUBSYSTEM


DISTRICT INPUTS
PERSONNEL PAYROLL
CONTROL
DAILY PROCESS CONTROL
ACCOUNTS PAYABLE
STORES INVENTORY
FINANCIAL AUDIT
FINANCIAL

Source: California State Department of Education, Bureau of Information Systems, Sacramento, California.

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[1] *Ibid.*, p. 187-89.

1. Control

This application provides the process supervision and flexibility necessary to operate in a dynamic environment such as that found in multidistrict processing. The system provides each processing application a central reference of control information relating to:

a. Level options (account, budget, expenditure control, etc).
b. Process schedule (district-selected application process dates).
c. Interfaces (between applications utilized by a district).
d. Codes and descriptions (county, district, school, fund, function, object).
e. Legality audit (legal combination of fund, function, object).
f. Logic option (type of pay plan, inventory overhead applied, pay on partial shipments, etc).
g. Report generation (daily, weekly, monthly, etc).

Essentially, each district determines its own logic and reporting requirements and conveys this information to the processing application via the control application.

2. Accounts Payable

This application audits source data for validity and appropriate budget status; it records on orders and receipts; and it makes payment by date, partial shipment, or complete shipment as indicated by the control application. This system also provides any necessary interface between stores inventory and financial applications to complete the processing cycle of recording and booking from a single source document.

3. Stores Inventory

This maintains a revolving inventory for the supply type of commodities. The user has the option (1) of utilizing the computer to control the inventory automatically; or (2) of providing after-the-fact reporting and continuing the current or manual control at the warehouse. This system books issues, receipts, and adjustments, and forwards appropriate accounting entries to the financial application. If the accounts payable application is also utilized by a district, receipts are automatically processed and recorded.

4. Personnel Payroll

This application places all labor, payroll, and personnel data in one source file. This payroll master file has been designed to utilize the "accordion" concept wherein a subrecord is created for (1) personnel data, (2) assignment (labor) data, and (3) payroll data—thereby simplifying any future needs for expansion. By use of the control application, the payroll processing recognizes multiple pay plans, various deduction criteria, and different pay periods. In order to provide the required "stand alone" capability, this application automatically accrues costs and creates the appropriate accounting entries reflecting employee and employer withholdings, deductions, and expenses. In given intervals of time, accounting entries are forwarded to the financial application for booking.

5. Financial

This system accepts and books appropriation and general-ledger entries created by the accounts payable, stores inventory, and payroll applications. It automatically generates appropriate accounting entries from budget and income input. The application also maintains a "financial audit file," which contains the unexpended balances by account and fund. This file is used by each business subsystem processing application to determine the accounting correctness of each basic transaction submitted or generated.

With the capability for optional identification, the system has the potential for generating district, county, state, and Federal reports in a multitude of identities and sequences. Some of the identification elements contained in the financial history file are:

a. County, district, school department.
b. Fund, function, object.
c. Program.*
d. Course/grade.*

*Also contained in the student master file.

Development of CEIS

A major effort on the part of personnel involved with this program was made to have grass-root involvement in the development of CEIS. The priority dictating this involvement was that the system must be responsive to local district needs and still meet state-wide information concerns. A standardized plan, as discussed by Adams,[1] was developed:

1. Pilot areas selected–those areas having detailed knowledge of or need for a particular application.
2. Pilot area identified a local contact knowledgeable in the specific field.
3. Lines between contact and state CEIS personnel developed.
4. Initial system designed.
5. Workshop held for all pilot area contacts to provide opportunity for review of initial system requirements and specifications.
6. Additions, deletions, and revisions made on the initial system.
7. Accepted system presented to appropriate individuals and committees for review.
8. System programmed and initiated in pilot districts.

Costs and Use of CEIS

CEIS has been implemented in 12 regional offices in the State of California. Approximately 40 percent of the 1,100 school districts[2] serving about 25 percent of the elementary and secondary school population[3] employ either partial or full services of the regional centers. The remaining districts either are so small that all bookkeeping and data collection are accomplished by hand, or are so sophisticated that they have developed their own computer services or contract such services from private enterprise.

Equipment required for CEIS is shown by Table 1. It is estimated the costs of the pupil services are $3.50-$4.25 per pupil for the secondary package and $1.75-$2.50 per pupil for the elementary package. This results in a cost to the state of approximately $3 million per year.[4]

Table 1

SOFTWARE AND HARDWARE CONFIGURATION

	Honeywell		IBM	
Item	No.	Equip.	No.	Equip.
Central processor	1	200/1200(32K)	1	360-30(65K)
Card reader/punch	1	224-2	1	1442
Printer	1	224-2	1	1403
Disk drive	2/3*	259	3*	2311
Disk control	1	257	1	2841
Tape drives	3/4*	204 B-7	3	2401
Tape control	1	203 B-4	1	2803
Operating system	—	Mod 1 (MSR)	—	DOS
Compiler	—	Cobol-F	—	Cobol-F

*One reserved for operating system

Source: California State Department of Education, Bureau of Information Systems, Sacramento, California.

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[1] *Ibid.*, pp. 182-83.

[2] Interview with Dr. Alvin Grossman, Bureau Chief, Bureau of Information Systems, California State Department of Education, August 26, 1970.

[3] Advisory Committee on Integrated Data Processing , *Op. Cit* p. 10.

[4] *Ibid.*, p. 10.

Comments

Many persons opposed to assessment of educational quality, accountability, measurement of output in relation to inputs–*i.e.*, the process of education evaluation–are also opposed to the design, development and implementation of a data-reporting system. To employ measures of effectiveness and efficiency as one means of evaluating the educational product, a consistent state-wide reporting system and data base must be available. No analysis of the product (results) of the educational production function can be achieved without an appropriate reporting system and data base. Since the purpose of such evaluation of the educational production function is to provide information to decision-makers concerning allocation of resources, decision-making without the availability of such data will continue to be far less than optimal.

Several problems exist in the development and implementation of the California Educational Information System. The sources of such problems appear to be threefold: money, autonomy, and availability of knowledgeable personnel.

Such a system costs dollars to design, develop, and implement. Assuming regional centers are available in intermediate or county superintendents' offices, and assuming computer services and programs are available, the original regional centers in California were provided with $150,000 Title III money to mount CEIMS.[1] Current yearly costs for the pupil personnel subsystem approximate $3 million[2] state-wide.

Many of the larger, more sophisticated school districts of California have developed, and/or have contracted with private concerns, computer services designed to serve their own needs. This, in essence, is a duplication of effort and costs. No estimates were made available of costs of privately contracted arrangements compared with state costs. However, these districts must still report data to the California State Department of Education. Smaller districts, moreover, employ no computer services; apparently most work is done by hand. The result is the need to recode much of the data for input in the Sacramento data bank (CEIMS). The difficulty of developing the state-wide program involves the priorities and needs of local education agencies versus the priorities and needs of the state. Concerted effort was made to involve local district personnel in the design, development, and implementation of the various subsystem applications, and it appears such cooperative involvement must be a first-line order in the implementation of a state-wide system.

Personnel knowledgeable in program areas of this type are difficult and expensive to employ. The bringing to bear of computer applications on education problems and processes demands people with expertise and experience in both areas. Such persons are being trained, but their availability is still somewhat limited.

A more specific problem faced by the designers of CEIMS was the developing of a common code for identifying courses offered by local education agencies. A catalogue, *Course Description and Coding Catalog*, was prepared by the California Curriculum Compatibility and Course Coding Committee; page 45 of the catalog is reproduced as Table 2, following.

California Education Information Management System

The CEIMS is comprised of four basic areas: data input, common data base, application programs, and system control. Information is channeled by the regional centers and local education agencies to the Sacramento-based CEIMS.

At present CEIMS is essentially an educational data bank and an information retrieval system. Summary information can be extracted to reports on various activities and topics for the State Department of Education, state, local, and legislative agencies, and the U.S. Office of Education. Data is structured within the data bank by Congressional districts, State Senate and Assembly districts, counties, local education agencies, and building, thus providing a wide range of data available for analysis by structure.

The common data base provides summary information through employment of several subsystems; *e.g.*, the state testing program (see Figure V).

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[1] Adams, *Op. Cit.*, p. 181-82.

[2] Advisory Committee on Integrated Data Processing, *Op. Cit.*, p. 10.

Table 2

COURSE CODING

Basic Code: MZA Titles: Mathematics, Grade 7

Course Description: Emphasizes numeration systems, properties of whole numbers and number operations, whole numbers, fractional numbers, decimals, ratio, proportion and percent, geometric concepts related to figures on the plane, and use of the basic tools of geometry. Introduces inequalities and scientific notation. Provides practice in the basic processes of arithmetic and in the use of the metric system. Depending on class, approach will vary from the use of developmental techniques with concrete objects to an increasing use of symbolism and abstractions. All students will be encouraged to explore and discover mathematical relationship and generalizations.

Basic Code: MZB Titles: Accelerated Mathematics, Grade 7

Course Description: Includes course content of seventh-and eighth-grade mathematics.

Basic Code: MZC Titles: Mathematics, Grade 8

Course Description: Continues and extends work on the fundamental operations with the system of rational numbers. Mathematical structure is emphasized. Further study of ratio, proportion, per cent, geometric figures, areas, volumes, and graphs is provided. Word problems are solved through the use of mathematical sentences. Depending on class, approach will vary from the use of developmental techniques with concrete objects to an increasing use of symbolism and abstractions.

Basic Code: MZE Titles: Mathematics Grade 9; General Mathematics 1, Ninth Grade
Basic Mathematics, Pre-Algebra Mathematics

Course Description: The processes of arithmetic, particularly those involving common and decimal fractions and per cent, are developed in a logical and systematic manner. The principles underlying these processes are emphasized. Efficiency in applying these techniques is developed with appropriate practice. Depending on the group, the approach will vary from developmental techniques with concrete objects to a pre-algebra type course. The most capable students will qualify for algebra.

Basic Code: MZG Titles: High School Basic Mathematics; Consumer Mathematics;
Senior Mathematics; High School Arithmetic;
Industrial Mathematics; Business Mathematics

Course Description: At each stage in the study of concepts (basic whole-number facts, operations on rational numbers, etc.) attention is focused on how these concepts unfold from the basic principles. The interrelationships and structure within the system, as well as the facts and algorithms, receive major emphasis. Applications are made to the areas of business and industry.

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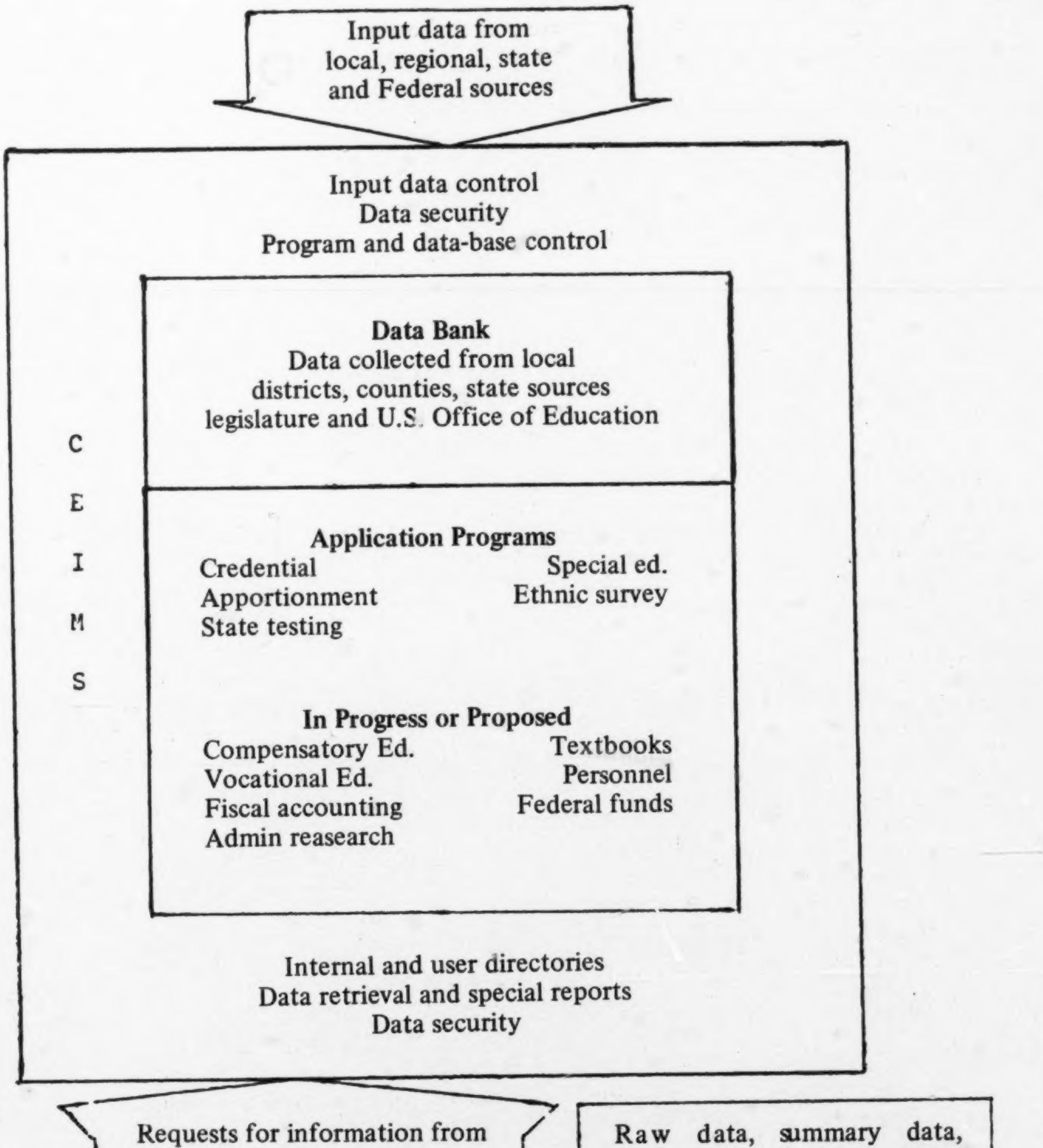
[1] California Curriculum Compatibility and Course Coding Committee, *Course Description and Coding Catalogue*. (Sacramento: California State Department of Education, June 1969), p. 45.

Figure 5

CALIFORNIA EDUCATION INFORMATION MANAGEMENT SYSTEM


Input data from local, regional, state and Federal sources
Input data control
Data security
Program and data-base control
Data Bank
Data collected from local districts, counties, state sources legislature and U.S. Office of Education
C E I M S
Application Programs
Credential
Special ed.
Apportionment
Ethnic survey
State testing
In Progress or Proposed
Compensatory Ed.
Textbooks
Vocational Ed.
Personnel
Fiscal accounting
Federal funds
Admin reasearch
Internal and user directories
Data retrieval and special reports
Data security
Requests for information from Dept. of Ed.; state and legislative agencies and USOE.
Raw data, summary data, manadated reports, special reports.

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[1] Advisory Committee on Integrated Data Processing, *Educational Data Processing* (Sacramento: California State Department of Education, August 1970), p. 12.

Application Programs

Currently, the information management system provides application programs relating to the state credential program, apportionment, state testing, special education, and ethnic survey. Application programs, currently being either developed or proposed, include compensatory education, vocational education, fiscal accounting, administrative research, textbooks, personnel records, and Federal funds.

CEIMS currently appears to be an educational data bank programmed to accomplish some very specific reporting tasks. Little cost-effectiveness or program analysis has been designed, developed, or implemented. The potential for such programming exists; the resources to accomplish the task are not as yet available.

Section 4

STATE TESTING PROGRAM

California has two state-wide testing programs mandated by the legislature: the State Testing Act of 1969 for students in grades six and twelve, and the testing required by the Miller-Unruh Basic Reading Act of 1965 for all students in grades one, two, and three. Additionally, test data is required by the Office of Compensatory Education of all students participating in Federally funded Elementary and Secondary Education Act Title I projects. All test data required by the Testing Act and the Miller-Unruh Basic Reading Act is forwarded by local education agencies to the CEIMS either directly or through the regional CEIS centers.

California State Testing Act, 1969: Historical Development

The requirement for state-wide testing of intelligence and achievement of school children was initiated by the 1961 California Legislature. In the fall of 1962, California school districts selected from an approved State Board of Education list those intelligence and achievement tests to be administered to students in grades five, eight, and eleven.

The State Testing Act was amended in 1963, 1965, 1968, and 1969. Physical performance tests were added in 1963. In 1965 uniform tests were required. At that time the State Board of Education designated the *Lorge-Thorndike Intelligence Tests* for students in grades six and ten; the *Stanford Reading Test* for students in grade six; and the *Tests of Academic Progress, Reading Test* for grade-ten students. The physical performance test was continued. The above tests were administered in the fall of 1966.

The 1968 amended act required testing of students in grades six or eight, and in grade twelve. Intelligence tests, basic skills' tests–reading, spelling, basic mathematics, grammar–and physical performance tests were to be administered. Testing in content courses–literature, history, advanced mathematics, science–were to be required periodically by the State Board of Education.

The Current Testing Program

During the 1969 legislative session, the act was amended to require testing of students in grades six and twelve. Thus, the present program requires these students be given the following intelligence and achievement tests: *Lorge-Thorndike Intelligence Tests*, grade six and twelve; *Comprehensive Tests of Basic Skills*, grade six; *Iowa Tests of Educational Development*, grade twelve; and the *California Physical Performance Test*, grade six. Intelligence tests are administered during the months of October and November, achievement tests during the month of November, and physical performance tests during the months of April and May.

Data Publication

The Office of Program Evaluation, State of California Department of Education, is required to compile and publish test results in readable form. Data for the 1968-69 school year–grades six and ten–was published in 1970.[1]

In Part One of the report, a rank-order method was employed as the means of presenting test results (see Table 3). No grade-equivalency scores or comparisons with national and/or state norms were provided. Raw Miller-Unruh test scores for grades one, two, and three were included with the median reading-achievement rankings and median I.Q. rankings of grades six and ten. Additional data–again in rank-order form–were presented on the following district characteristics:

1. Index of family poverty.
2. Percentage of minority enrollment.
3. Average transitory factor, grades 4-8.
4. Average transitory factor, grades 9-12.
5. Assessed valuation per unit of average daily attendance.
6. Instructional expenditures per average daily attendance.
7. Total general-purpose tax rate.
8. Index of maximum and minimum salaries paid to teachers.
9. Pupil-teacher ratio, grades 4-8.
10. Number of certificated nonteaching personnel per 100 teachers.

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[1] Bureau of Evaluation and Research, *California State Testing Program 1968-69, An Analysis of Reading Test Scores and Other Factors*, (Sacramento: California State Department of Education).

Table 3

CALIFORNIA STATE TESTING PROGRAM, 1968-69

Alphabetical List of

Districot Ranks of Grades 6 and 10 Reading

Districot Reading Test Median Raw

				STATE-WIDE						
County Number	COUNTY and DISTRICT	Part II Table Number a,b	Regular a.d.a.	Median Reading Test Raw Score		Median IQ Score		Index of Family Poverty	Percentage of Minority Enrollment	Average Transitory Factor Grades 4–8 c
				Grade 6	Grade 10	Grade 6	Grade 10			
	MAXIMUM POSSIBLE RANK			301	144	232	160	804	422	52
	Alameda County									
01	Alameda City Unified	133	9,948	116	71	93	78	437	164	5
01	Albany City Unified	132	2,109	62	47	50	42	105	176	11
01	Amador Valley Jt. Un. High	332	2,241	–	43	–	45	35	108	–
01	Berkeley City Unified	123	13,021	131	57	96	55	575	350	12
01	Castro Valley Unified	132	8,539	83	55	65	47	140	70	9
01	Emery Unified	144,5	511	257	144	194	159	676	376	4
01	Fremont Unified	133	28,239	142	70	99	58	78	115	3
01	Hayward Unified	113	25,193	175	68	121	74	289	206	15
01	Livermore Valley Jt. Unified	132	9,764	59	35	48	30	69	71	14
01	Mountain House Elementary	–	25	–	–	–	–	1	332	18
01	Murray Elementary	233	3,789	103	–	89	–	64	54	3
01	Newark Unified	133	7,479	171	92	135	89	98	162	15
01	New Haven Unified	133,4	4,919	187	103	135	131	298	297	12
01	Oakland City Unified	114	52,379	236	126	169	141	734	387	14
01	Piedmont City Unified	131,2	2,378	15	9	9	12	23	38	3

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[a] Unified districts that appear in Part II on two group tables because they fell into different groups for the grade 6 and grade 10 analysis have a four digit table number. The first three numbers gives the group code for grade 6, and the number after the comma indicates the grade 10 group. Part II Table Number 144,5 means that the grade 6 analysis will be found in group 144, and the grade 10 analysis will be found in group 145.

[b] Districts not included in Part II analysis have no Part II Table Number. Either the IQ or Reading test score, or both were not available for the district for the following reasons: fewer

Districts Within County

Test Median Raw Scores and Other Factors

Scores for Grades 1, 2 and 3

RANKS								Median Reading Test Raw Score			Average Class Size Grades 1-3[d]		Average Transitory Factor Grades 1-3[c]	
Average Transitory Factor Grades 9-12	Assessed Valuation Per Unit of a.d.a.	Expenditures for Instruction per a.d.a.	Total General Purpose Tax Rate	Total General Fund Tax Rate	Index of Maximum and Minimum Salaries Paid to Teachers	Pupil-Teacher Ratio Grades 4-8 d	Number of Certificated non teaching personnel per 100 teachers e	Grade 1	Grade 2	Grade 3	Statewide Rank	Average Size	Statewide Rank	Transitory Factor
32	1076	1072	257	381	76	162	196				419		49	
8	817	265	20	49	17	81	84	35.2	43.4	64.3	332	28.09	3	.98
2	720	274	9	26	24	81	61	52.5	49.4	70.9	177	25.79	13	.88
15	388	212	193	249	22	-	125	-	-	-	-	-	-	-
16	572	30	4	1	22	60	190	32.6	48.1	66.6	104	23.90	16	.85
17	936	397	28	6	23	107	62	38.4	52.4	71.3	367	28.59	12	.89
12	62	3	183	220	12	23	188	26.0	34.0	65.0	21	17.44	14	.87
4	1,022	435	8	12	21	122	145	42.5	47.9	68.3	331	28.08	3	.98
20	971	501	33	11	23	120	85	42.9	47.7	65.7	293	27.56	20	.81
11	966	352	19	14	22	92	62	32.3	50.0	70.4	349	28.30	18	.83
-	13	444	223	350	67	-	-	22.0	-	-	-	-	-	-
-	1,005	611	70	111	30	85	21	42.4	47.7	66.7	154	25.24	5	.96
9	1,014	516	6	19	17	—	103	35.7	47.4	69.1	392	29.08	43	.57
18	940	408	19	15	19	138	70	32.2	37.3	60.4	389	29.04	22	.79
18	659	214	84	62	18	118	122	32.5	36.9	56.9	254	26.98	14	.87
3	637	146	3	40	16	95	136	51.8	58.6	76.5	287	27.47	2	.99

than five pupils tested in the grade, and median scores were not computed for such districts; no pupils in the grade.

[c] Average Transitory Factor for districts with less than 101 units of a.d.a. not broken out into 1-3 and 4-8. Transitory Factor based on grades 1-8.

[d] Districts with less than 101 units of a.d.a. were not required to report this information.

[e] Elementary school districts with less than 101 units of a.d.a and high school districts with less than 301 units of a.d.a. were not required to report this information.

Actual and rank-order average class size for grades one to three and rank-order and decimal indicating average transitory factor, grades one to three, were also included. No correlation or further analysis of data was provided in the first section.

Part Two of the 1968-69 grade-six and -ten I.Q. and reading achievement test scores was tabled by organization, size, and I.Q. range:

1. Organization—type of district, unified, elementary, or high school.
2. Size. Unified
    - 25,000 and over
    - 10,000 to 24,999
    - 1,000 to 9,999
    - 300 to 999
    - 299 and under

    Elementary
    - 10,000 and over
    - 4,000 to 9,999
    - 1,000 to 3,999
    - 200 to 999
    - 199 and under

    High school
    - 10,000 and over
    - 6,000 to 9,999
    - 2,000 to 5,999
    - 600 to 1,999
    - 599 and under
3. I.Q. range for grades six and ten.
    - 110.5 and over
    - 102.5 to 110.4
    - 94.5 to 102.4
    - 86.5 to 94.4
    - under 86.5

> All districts that fit within a given group according to type of organization, size and I.Q. range are listed in rank order by reading test median raw score within that group. The rank order within the group with respect to each of the other factors is also given . . . The placement of [reading and I.Q.] ranks together provides the reader with a state-wide reference to all school districts in addition to a reference to districts of similar organization, size, and median academic aptitude scores.[1]

Comments, Program Chief

Several points were made by the program chief, Mr. Crandall, during an interview concerning advantages and disadvantages of the state testing program, publication of results, and usage of results.

Mr. Crandall emphasized the confidential nature of individual test scores versus the publication of group scores by class, by school, and by district. He seems to be a strong advocate of published results by district, and feels such information should be available to all persons concerned with academic progress of school children. He questioned the value of analyses by school and class, as he considers these to be the responsibility of each local school district and board of education.

The major problem of publishing achievement test results appears to be related to the interpretation of scores. 1968-69 data in California were converted to a simple rank-order classification, as opposed to being published as raw scores or converted to grade-level state or national norms. Mr. Crandall pointed out that test results standing alone or taken out of context can be misinterpreted. Most tests have not been standardized on the particular population under examination. Mr. Crandall perceives such standardization problems as major sources of error and views the resulting conversion to grade-equivalency scores as not being statistically legitimate. Furthermore, tests must be compared with other data, not simply compared by district, school, or classroom. Therefore, test results for 1968-69 were published with those additional indices listed in Table 3.

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[1] *Ibid.*, p. 3.

Consistency of tests, testing environs, data analysis, and similarity of population characteristics will allow temporal comparisons, particularly in Miller-Unruh Basic Reading tests for the grades one, two, and three. Mr. Crandall emphasized that properly used tests can test programs to advantage. That is, decisions on program priorities and future allocation of resources can be made by properly employing test results as a major input component to the decision-making process.

Comments

The rank-order presentation of data may allow comparisons, particularly as expressed in Part Two of the report. However, this method does not provide for responsible interpretation and does not present data in a form readily understandable by the public. Additionally, data as presented are not convenient for analysis as to effectiveness and/or efficiency criteria. Citizens want to know benefits accruing as a result of educational programs. Parents want to know how well their child is doing in relation to his own ability and that of other children; and they want to know how well their school system is doing in comparison with all others and others of similar characteristics. They need scores to be presented in a simple, understandable form—a form with which they are familiar.

Two further criticisms need to be mentioned. First, the rank-order of presentation is reversed; that is, low rank-order indicates high achievement score, and high rank-order indicates low achievement score. This is the reverse of normal presentation of test data. Secondly, scores are not provided school by school. Median scores are presented for district only; variance within district is not provided.

Miller-Unruh Basic Reading Act, 1965

The Miller-Unruh Reading Act of 1965 authorized state support for local education agencies to improve the reading ability of pupils in grades one, two, and three. The act is currently administered by the Division of Instruction. The program funds 2,400 reading specialists on a priority basis to work in those schools having a large number of below-average reading achievement students in grades one, two, and three. The reading specialists, who work with teachers in grade one and employ a supplementary pull-out program in grades two and three, are to diagnose and correct reading deficiencies at the earliest possible opportunity.

Testing Program

The Miller-Unruh Reading Act requires all grade one, two, and three students be tested in the spring of each school year. The State Board of Education adopted the *Stanford Reading Test* for 1966 through 1969. Beginning with the 1969-70 school year, the *Cooperative Primary Reading Test* was used. All test results are reported to the California State Department of Education, which, in turn, reports scores to the State Legislature. Two uses are made of test results: (1) Evaluation by the Division of Instruction of reading programs on the district and state levels, and (2) determining priorities for funding under this act.
this act.

Numbers of Participants and Costs of the Program

The program under the Miller-Unruh Basic Reading Act was initiated during the 1965-66 school year. It is estimated 101,000 students in 313 local education agencies participated during the 1969-70 school year. Budget for the 1969-70 fiscal year was estimated to be $24 million, with the state being responsible for 100 percent of the funding.

Section 5

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I
OFFICE OF COMPENSATORY EDUCATION

Introduction

The Elementary and Secondary Education Act, Title I, requires local and state evaluation of all local education agency projects. The Division of Program Evaluation, Office of Compensatory Education in the California State Department of Education, is responsible for collecting, analyzing, and reporting to the U.S. Office of Education the state-wide evaluation of Title I projects.

Evaluation Form

The evaluation staff has developed a reporting and evaluation form for Title I projects. This 31-page form, designed for use by local education agencies, requests information for each of the following six program components:

1. Language development: reading and language arts.
2. Mathematics.
3. Supportive auxiliary services: pupil personnel, library, health services, school-community coordination.
4. Intergroup relations: alleviation of racial, social, or linguistic isolation.
5. Parent involvement.
6. Staff development.

Objective data requested for the language development and mathematics components include information related to the target schools and numbers of participants, sources and amounts of funding, type of instructional and organizational system employed, frequency of test scores for both pretest and post-test data, number of days of instruction between pre- and post-test, average number of hours per day per student of instruction, and total hours of instruction between pre- and post-tests. Local education agency evaluators are to provide substantive comments on positive and negative results of both standardized and nonstandardized instruments and include a page of recommended changes in each particular program component.

Evaluation data requested for the supportive auxiliary services component includes types of services provided, number of participants, measuring instrument employed to demonstrate accrued benefits, sources and distribution of funds encumbered, positive and negative results, and recommendations.

The difficulties involved in determining benefits of the intergroup relations and parent involvement components dictated a more substantive evaluation form. Information requested for these components includes source and distribution of funds, objectives of the program, program activities designed to achieve the objectives, evaluation of the program, program activities designed to achieve the objectives, evaluation procedures employed, summarization of evaluation data, and recommendations for improvement in the program.

Emphasis on designing a cost-benefit model for evaluation of Title I projects has been placed by the evaluation staff on the staff development component. The staff believes in-service training to be one of the most important aspects of the projects. As such, detailed information is requested of local education agencies as to all aspects of these programs. Primary among this information is the request that districts identify major and specific objectives, organizational systems used to achieve objectives, types of participants and number of hours per year spent by each type in each organizational system, instructional techniques employed to achieve objectives, and research designs and measurement systems used to evaluate the objectives. As with the previous components, local education agency evaluators are requested to indicate positive and negative results and make recommendations for improving in-service projects.

Comments

As with CEIS, CEIMS, and state testing, there exist problems of insufficient information, differing and poorly stated objectives, untrained district personnel, local autonomy versus state priorities, etc. For example, in the designing of a cost-effective model, very specific and measurable objectives must be stated. Most local education agency evaluators do not have this type of information available. Program objectives appears to be generally stated and not suitable for measurement. The attempt by the evaluation staff of the Office of Compensatory Education to specify objectives of the staff development component initiates and directs the thinking of local district personnel toward this need; the staff indicates the need for extensive field training of local district personnel.

All cost data is estimated by local education agency evaluators. At the present time, there exists no auditable budget for Title I budgets.[1] As a result, to identify project costs as utilized within a cost-effective analysis model, state evaluators use teacher time multiplied by fractional salary of certificated and noncertificated personnel, plus other program costs. Program accounts at the present time are indicated by school and by district.

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[1] Interview with Dr. Gerald Rider, Consultant, Evaluation and Research, Office of Compensatory Education, California State Department of Education, August 25, 1970.

Section 6

GOVERNOR'S COMMISSION ON EDUCATIONAL REFORM

Introduction

The Governor's Commission on Educational Reform was initiated by Governor Ronald Reagan in July 1969. The commission, consisting of eight laymen, two college representatives, one college student, and seven educators, reports directly to and is funded by the Governor's Office. The commission has employed an executive secretary and a staff secretary. In charging the commission, Governor Reagan stated:

> The goal of this distinguished group of citizens will be to view the entire elementary and secondary educational process and to make recommendations to me to improve its effectiveness and the quality of the teaching of all our children.
>
> I should like to see particular attention given to the following areas: reforms in the areas of public school financing, teacher training and the certification process, salaries and the possibility of a merit system, districting, urban and suburban needs, organization and management of school administration, classroom practices, and curriculum development, including campus unrest.
>
> A preliminary report, including a recommendation regarding the future of the commission, will be expected in December.[1]

Recommendations

In its December 1969 report, the commission recommended further study in the following areas:

1. Tenure and the possibility of merit systems.
2. Individualization of instruction.
    a. Classroom practices, including the utilization of equipment, facilities, and new materials; with emphasis on materials, equipment, and facilities necessary to "catch-up."
    b. Curriculum development.
    c. Testing, evaluation and assessment.
3. Purpose of and need for the intermediate unit.
4. Relationship of the Federal and state governments in educational matters.
5. Simplification of the education code.
6. Checks and balances between state and local educational bodies.
7. Regional centers throughout the state for functions such as:
    a. Vocational education.
    b. Research and development.
    c. Central purchasing.
    d. Data processing and the establishment of an educational inquiry system.
    e. Library and audio-visual services.
    f. Continuation and adult education.
8. Urban, suburban, and rural needs.
9. Conflict in the schools.
    a. Campus.
    b. Teacher.
    c. Community.
10. Organization and management of local school administration
    a. More efficient use of local staff and community talent and time.

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[1] **Governor Ronald Reagan, "Charge to the Commission on Educational Reform." (Sacramento, California: Office of the Governor, July 29, 1969). Press Release.**

   - b. Student progress by performance.
   - c. Operational economies.
   - d. Business economics and intergovernmental relationships.
   - e. Community confidence and support.

11. State and local organization for systematic change.[1]

The commission demonstrated concern towards the lack of effective short- and long-term planning and the failure of the State Board of Education to have "... fiscal accountability for and ... policy control over public education."[2] Therefore, among its specific recommendations, the commission included the following related to accountability and assessment:

> A constitutional amendment should be initiated to make the State Superintendent of Public Instruction appointive by the State Board of Education and directly responsible to it as its chief administrative officer.
>
> The State Board of Education should be assigned the responsibility of assessing the financial needs of California elementary and secondary education and presenting these needs in an annual budget to the Governor and to the legislature.
>
> The State Board of Education should be assigned the responsibility of defining the priority of state-level goals for elementary and secondary education, and prescribing minimim standards of accomplishment.
>
> The State Board of Education should be assigned the responsibility for continuous planning for elementary and secondary education, including consideration of long-range goals and funding.
>
> The State Board of Education should be charged with the responsibility of publishing an annual report on the state of public education to the Governor, the legislature, and the people.[3]

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[1] **Governor's Commission on Educational Reform, *Preliminary Report* (Sacramento, California: December, 1969). pp. 12-13.**

[2] ***Ibid.*, p. 4.**

[3] ***Ibid.*, p. 5-6.**

Section 7

ADVISORY COMMISSION ON SCHOOL DISTRICT BUDGETING AND ACCOUNTING

Introduction

The Advisory Commission on School District Budgeting and Accounting, also known as the Commission on Programming, Planning, Budgeting System (PPBS), was established by the State Legislature in 1967 (AB 61). The task charged to the commission was to develop, test, and prepare for implementation a program accounting and budgeting system ultimately to be mandated for all local education agencies in the State of California. The PPBS commission was directed to report to the State Board of Education, with final decisions to be made by the board. Having been formed by the State Legislature, it appears the commission is currently more responsive to the legislature than to the board. This responsiveness is demonstrated by the fact that funding requests are made directly to the legislature, and $650,000 was appropriated for the commission during the 1969-70 school year. The commission is comprised of 11 members–both laymen and educators–and staff. The firm of Peat, Marwick, Mitchell and Company has been employed as consultants. Liaison committees with various educational associations have been developed and maintained throughout the life of the commission; among these are: the California Association of School Administrators, California School Boards Association, California Teachers Association, California Association of School Business Officials.

The activities of the commission were:

1. By 1968-69, conceptual design of a program-planning and budgeting system to be developed.
2. By 1969-70, pretesting of the system in 15 school districts to be completed.
3. By 1970-71, implementation of the system in pilot districts.
4. By 1973, implementation of the system in all districts.

An original conceptual design was developed in conjunction with six school districts and the consultant firm and was published. Field testing in 14 pilot school districts and one county superintendent's office was completed during the past fiscal year. A manual for training of personnel and implementation of the system in all districts is currently in the second printing and will be available later this year. Current plans call for the training of some 700-800 local education agency persons this year in implementing and utilizing this PPB system in school districts.

Outline of the PPBS

The original publication of this commission, *Conceptual Design for a Planning, Programming, Budgeting System for California School Districts*,[1] relied heavily for guidance and information upon EPIC, the evaluation center in Tucson, Arizona, and upon the UCLA Center for the Study of Evaluation. The *Conceptual Design*, a 65-page document, contains the following explanations:

1. Functions and characteristics of a PPB system.
2. System description.
    - Purpose and scope.
    - Elements of PPBS.
    - Management information.
    - Systems Analysis.
3. System specification.
    - Purpose and scope.
    - Initial tasks for implementation.

---

[1] Advisory Commission on School District Budgeting and Accounting, Conceptual Design for a Planning, Programming, Budgeting System for California School Districts (Sacramento, California: The Commission). Xeroxed from ERIC, EDO 36124.

Development of PPBS elements.
4. Glossary.
5. Selected References.

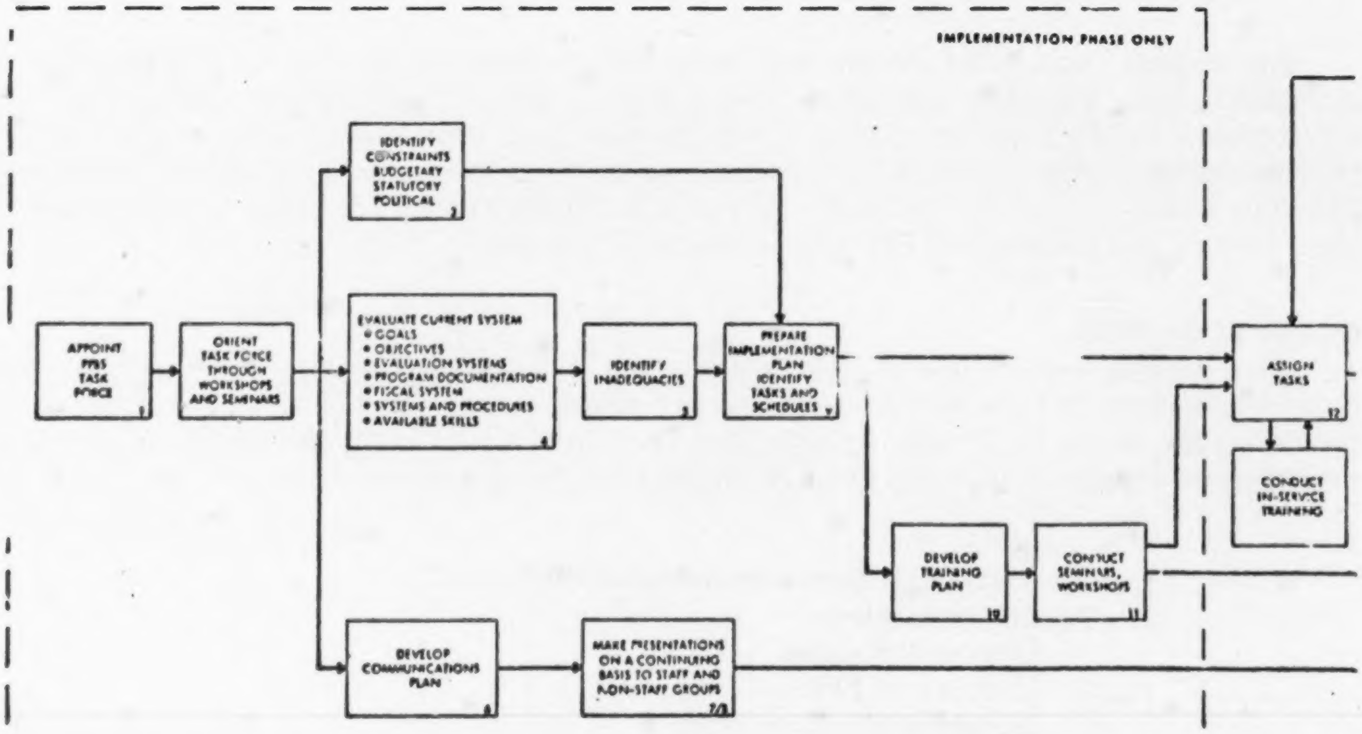
The outline and discussion of the system description component which follows has been taken from the *Design*; the system specification is more technical and is not included here.

Functions and Characteristics

The purpose of a PPBS is to provide required information "... (1) for planning educational programs that will meet the needs of the community, and (2) for choosing among alternative ways in which a school district can allocate resources to achieve its goals and objectives."[1]

A PPBS essentially provides a complete system for the analysis of educational production functions in terms of goals, objectives, and costs. The system "... involves developing new analytical techniques for determining the best allocation of resources and for measuring the extent to which each objective has been met."[2]

The "... 'system description' contains a basic definition and description of the elements and concepts of the system ..." The "... 'system specification' ... [is] ... a step-by-step procedure for implementing and operating the system."[3]


IMPLEMENTATION PHASE ONLY
APPOINT PPBS TASK FORCE 1
ORIENT TASK FORCE THROUGH WORKSHOPS AND SEMINARS
IDENTIFY CONSTRAINTS BUDGETARY STATUTORY POLITICAL 2
EVALUATE CURRENT SYSTEM
• GOALS
• OBJECTIVES
• EVALUATION SYSTEMS
• PROGRAM DOCUMENTATION
• FISCAL SYSTEM
• SYSTEMS AND PROCEDURES
• AVAILABLE SKILLS 4
IDENTIFY INADEQUACIES 5
PREPARE IMPLEMENTATION PLAN IDENTIFY TASKS AND SCHEDULES 9
DEVELOP COMMUNICATIONS PLAN 6
MAKE PRESENTATIONS ON A CONTINUING BASIS TO STAFF AND NON-STAFF GROUPS 7/8
DEVELOP TRAINING PLAN 10
CONDUCT SEMINARS, WORKSHOPS 11
ASSIGN TASKS 12
CONDUCT IN-SERVICE TRAINING

Source: ERIC EDO 36124.

[1] *Ibid.*, p. 1.
[2] *Ibid.*
[3] *Ibid.*

System Description

Purpose and Scope

Elements of the system include:

- Goals.
- Objectives and evaluative criteria.
- Programs.
- Program structures.
- Program codes.
- Program budget.
- Multiyear financial plan.
- Program cost accounts.
- Program reports.

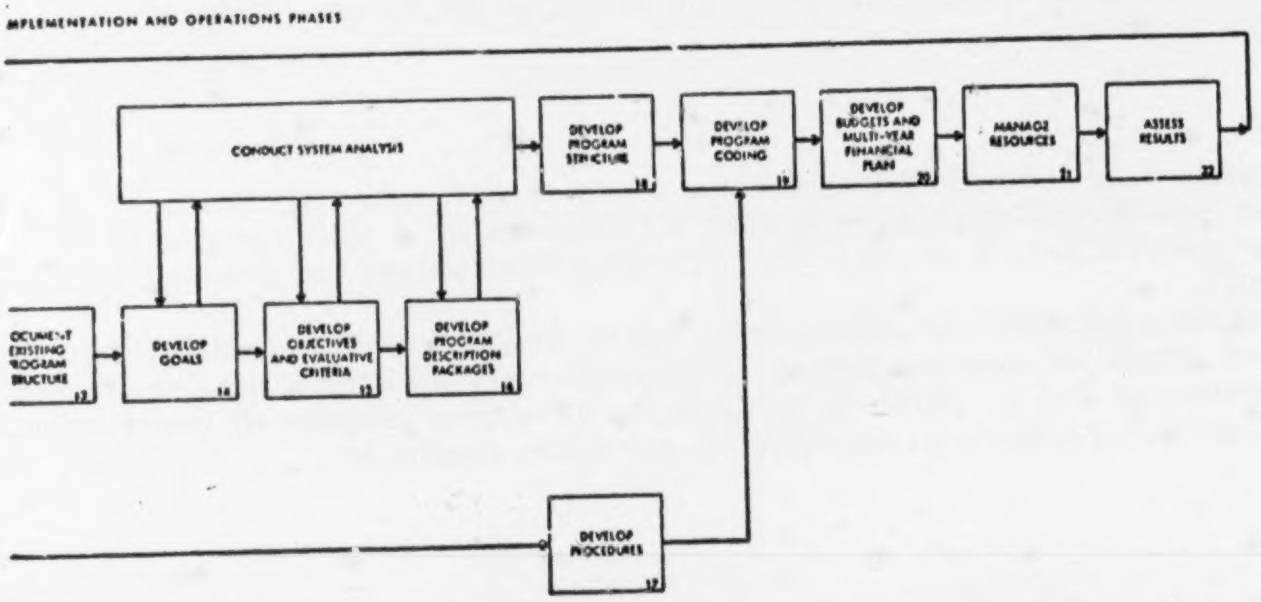
The processes include the concepts and techniques of system analysis and resource management. System analysis is the approach to decision making that emphasizes:

- Definition of educational problems.
- Development of alternate programs.
- Analysis of alternate solutions.
- Recommendation of preferred programs.

Resource management monitors the program activities to insure that objectives are accomplished on time and within the allotted resources.[1]

Figure 6

PPBS PLANNING AND IMPLEMENTATION REQUIREMENTS


MPLEMENTATION AND OPERATIONS PHASES
CONDUCT SYSTEM ANALYSIS
DEVELOP PROGRAM STRUCTURE 18
DEVELOP PROGRAM CODING 19
DEVELOP BUDGETS AND MULTI-YEAR FINANCIAL PLAN 20
MANAGE RESOURCES 21
ASSESS RESULTS 22
OCUMENT EXISTING ROGRAM RUCTURE 13
DEVELOP GOALS 14
DEVELOP OBJECTIVES AND EVALUATIVE CRITERIA 15
DEVELOP PROGRAM DESCRIPTION PACKAGES 16
DEVELOP PROCEDURES 17

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[1] *Ibid.*, p. 3.

Goals and Objectives

Within a PPBS, general goals can be identified, *e.g.*, "to provide quality education that will help every child acquire the habits and attitudes associated with responsible citizenship."[1] To operationalize the PPBS, however, goals with specific objectives must be stated. An objective must be quantifiable, must be stated within a specific time frame, and must indicate how ". . .degree of achievement will be determined or measured."[2] For example, an objective may be stated: "Upon completion of the term, a sixth-grade pupil will be able to read and pronounce with 80 percent accuracy a list of sixth-grade words selected from the basic Stanford Achievement Test–Reading."[3]

Programs

"A program is a group or package of interdependent, closely related services. . .progressing toward or contributing to a common objective or set of allied objectives."[4]

The development of a program requires the following:

Identify the activities required to achieve objectives.
Develop schedules for activities considering time constraint.
Assign and schedule resources for activities.

The achievement of the stated objectives is the major consideration in developing a program. Program development requires formal documentation of all activities required to achieve these objectives.[5]

Program Structure and Codes

> A program structure is a hierarchical arrangement of programs that represents the relationship of activities to goals and objectives. The structure contains categories of activities with common output objectives.[6]
>
> Programs are coded by number to facilitate the collection of such data as costs and statistics in a variety of combinations and formats consistent with the program structure. These data are used to control program expenditures, to evaluate program effectiveness in terms of stated objectives, and to analyze the cost-effectiveness of alternative programs.[7]

Program Budget

> The program budget in a PPBS is a plan that within a specific time frame, relates proposed expenditures for programs to goals and objectives, based upon a program structure classification. It includes the proposed revenue sources for financing programs.[8]

Program budgeting budgets costs by program rather than by the line-item procedure that is currently employed by school districts for most maintenance and operations costs. The latter system does not yield appropriate information to decision makers as to allocation of required resources. It simply reports year-to-year cost in general categories, *e.g.*, administration, instruction, supplies, etc.

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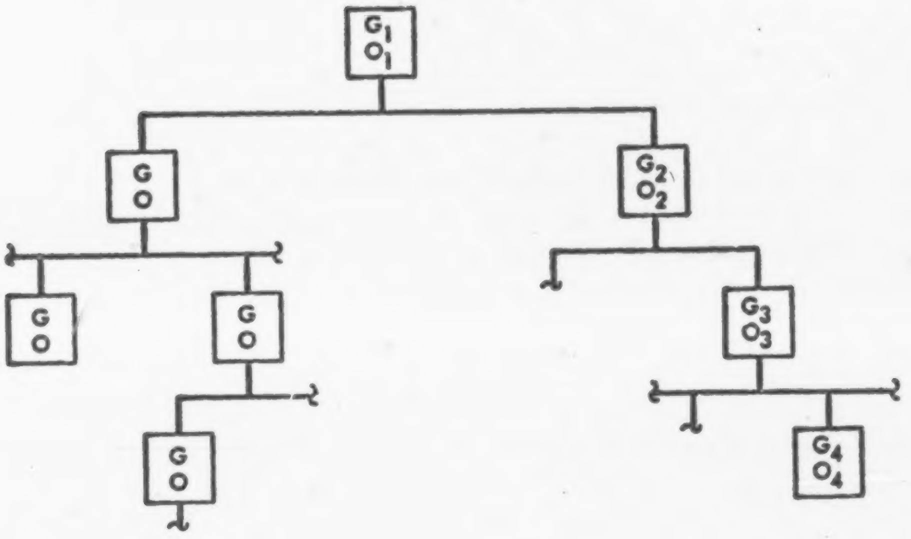
[1] *Ibid.*, p. 5.
[2] *Ibid.*, p. 7.
[3] *Ibid.*
[4] *Ibid.*, p. 10.
[5] *Ibid.*, p. 11.
[6] *Ibid.*
[7] *Ibid.*, p. 12.
[8] *Ibid.*, p. 13.

Figure 7

TYPICAL OBJECTIVE STRUCTURE



01 For 90 percent of the graduating seniors who wish to enter the labor force to gain employment within 3 month of graduation as measured by a district survey.

02 For 90 percent of graduating seniors who wish to enter the labor force to gain employment as desired in business, or agriculture within 3 months of graduation as measured by a district survey.

03 For 90 percent of the business curriculum students to meet the following standards:

- Typing-40 words per minute as measured by the IBM test with 90 percent accuracy.
- Shorthand-60 words per minute as measured by the Gregg test with a 2000-word vocabulary.
- Bookkeeping-Demonstration of ability to use journals, income statements, and balance sheets as determined by classroom tests.
- Office machine operation-mean score equal to national average on NCR tests.

04 Upon course completion 90 percent of students will be able to accomplish the following based on classroom tests.

- State and understand the basic accounting equation of double entry bookkeeping.
- Make and understand the function of journal entries.
- Understand 3 depreciation calculation methods.

Source: ERIC, EDO 36124.

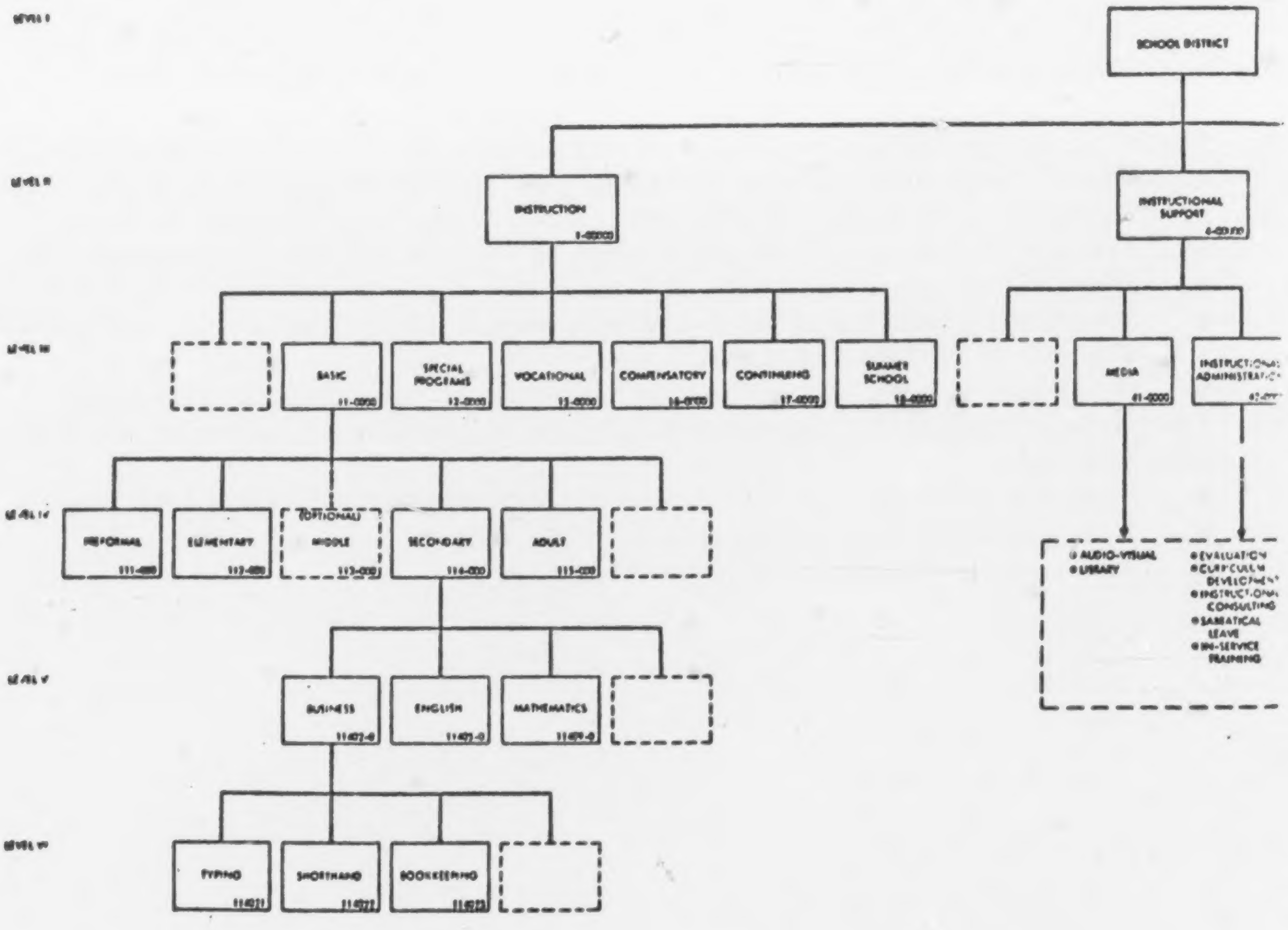
Multiyear Financial Plan

> The multiyear financial plan (MYFP) presents financial data for existing and alternative programs projected for a period of several years.[1]
>
> The development of an MYFP is generally a significant departure from the current practice. . .Costs are projected for each program and summarized by levels of the program structure. . .The future impact of current program implementation can be evaluated by projecting the costs and growth data for several years.[2]

Management Information

The purpose of a PPBS management information system. . .is to:

> Meet internal costs, schedule, and performance requirements.
>
> Provide a uniform system of reports–this system having a common data base that can be summarized at required levels of detail.
>
> Satisfy internal and external reporting requirements.
>
> Focus management attention on problem areas.[3]


LEVEL I
LEVEL II
LEVEL III
LEVEL IV
LEVEL V
LEVEL VI
SCHOOL DISTRICT
INSTRUCTION
INSTRUCTIONAL SUPPORT
BASIC
11-0000
SPECIAL PROGRAMS
12-0000
VOCATIONAL
COMPENSATORY
CONTINUING
SUMMER SCHOOL
MEDIA
41-0000
INSTRUCTIONAL ADMINISTRATION
PREFORMAL
ELEMENTARY
(OPTIONAL) MIDDLE
SECONDARY
ADULT
AUDIO-VISUAL
LIBRARY
EVALUATION
CURRICULUM DEVELOPMENT
INSTRUCTIONAL CONSULTING
SABBATICAL LEAVE
IN-SERVICE TRAINING
BUSINESS
ENGLISH
MATHEMATICS
TYPING
SHORTHAND
BOOKKEEPING

---

[1] *Ibid.*, p. 15.

[2] *Ibid.*

[3] *Ibid.*

The elements of a management information system are an educational data base and a resource-variance management control system. The former includes data collected in a consistent manner on pupils, programs, personnel assignments, facilities usage, fiscal information, and community information.[1] The latter provides opportunity to make changes multiyear within the system in cases where expenditures and/or performances vary.[2]

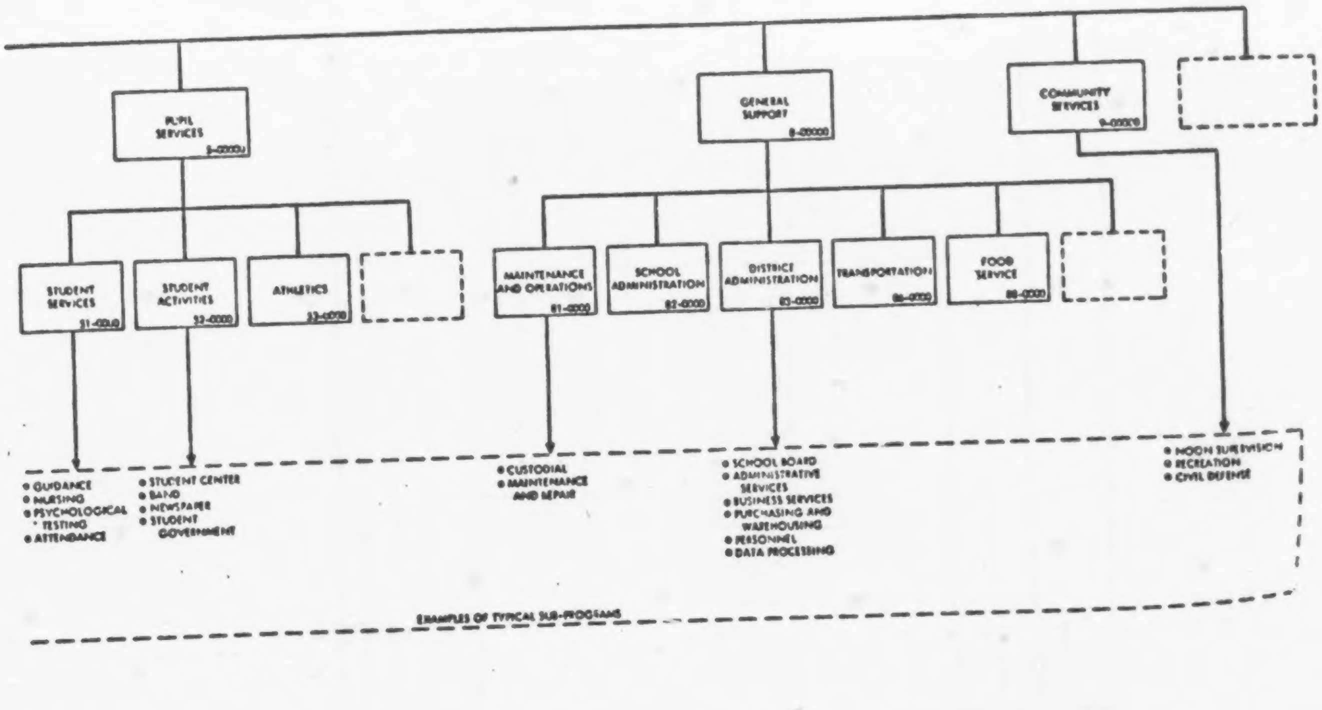
System Analysis

System analysis is an approach to decision making that emphasizes the following:

Definition of educational problems.
Development of alternative programs.
Analysis of alternative solutions.
Recommendation of preferred program(s).[3]

Figure 8

PROGRAM STRUCTURE GUIDELINE


PUPIL SERVICES 5-0000
GENERAL SUPPORT 8-00000
COMMUNITY SERVICES 9-00000
STUDENT SERVICES 51-0000
STUDENT ACTIVITIES 52-0000
ATHLETICS 53-0000
MAINTENANCE AND OPERATIONS 81-0000
SCHOOL ADMINISTRATION 82-0000
DISTRICT ADMINISTRATION 83-0000
TRANSPORTATION 86-0000
FOOD SERVICE 88-0000
● GUIDANCE
● NURSING
● PSYCHOLOGICAL TESTING
● ATTENDANCE
● STUDENT CENTER
● BAND
● NEWSPAPER
● STUDENT GOVERNMENT
● CUSTODIAL
● MAINTENANCE AND REPAIR
● SCHOOL BOARD
● ADMINISTRATIVE SERVICES
● BUSINESS SERVICES
● PURCHASING AND WAREHOUSING
● PERSONNEL
● DATA PROCESSING
● NOON SUPERVISION
● RECREATION
● CIVIL DEFENSE
EXAMPLES OF TYPICAL SUB-PROGRAMS

Source: ERIC, EDO 36124.

---

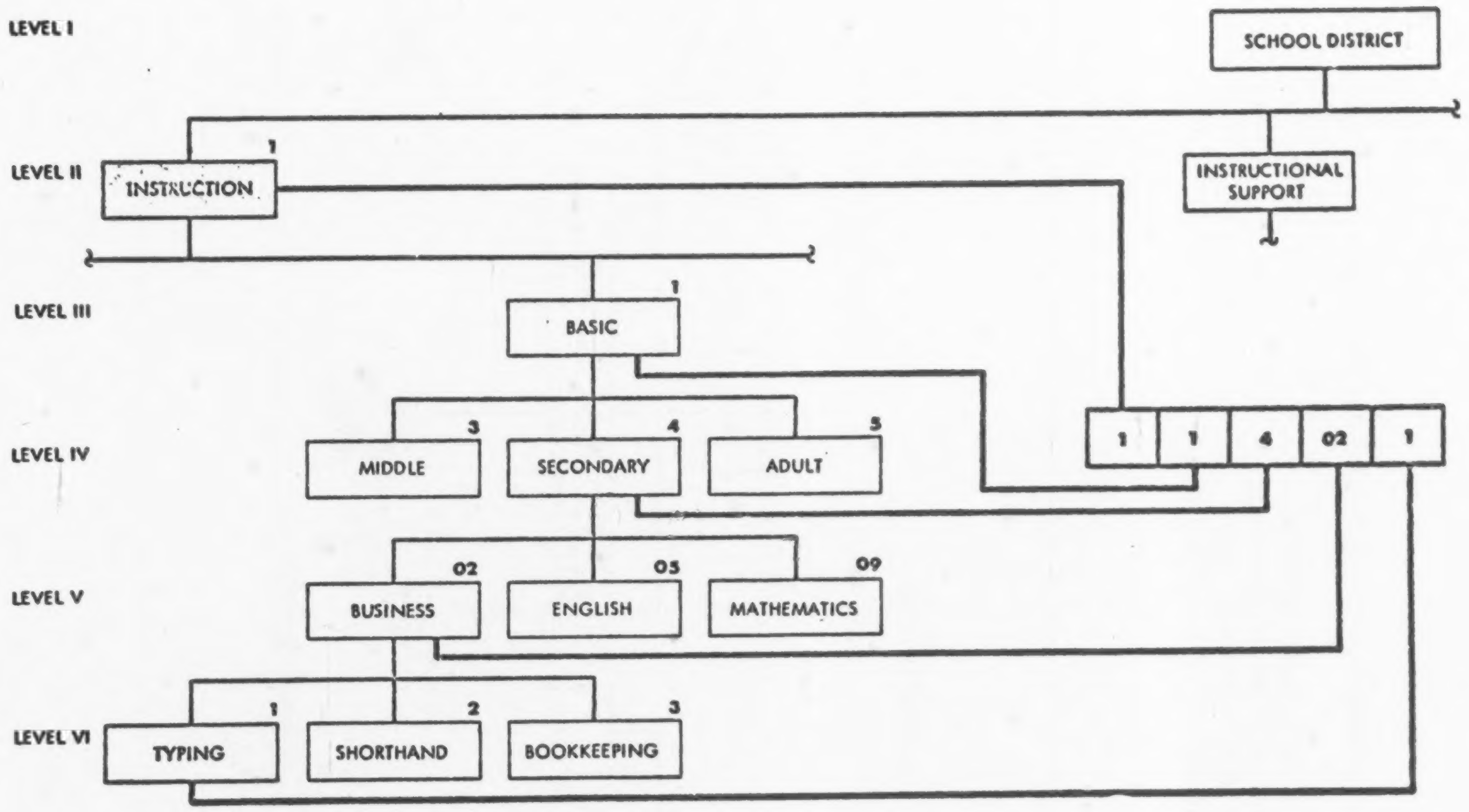
[1] *Ibid.*, p. 16.

[2] *Ibid.*, p. 17.

[3] *Ibid.*, p. 18.

Figure 9

PROGRAM CODING WITHIN THE PROGRAM STRUCTURE


LEVEL I
LEVEL II
LEVEL III
LEVEL IV
LEVEL V
LEVEL VI
SCHOOL DISTRICT
1
INSTRUCTION
INSTRUCTIONAL SUPPORT
1
BASIC
3
MIDDLE
4
SECONDARY
5
ADULT
02
BUSINESS
05
ENGLISH
09
MATHEMATICS
1
TYPING
2
SHORTHAND
3
BOOKKEEPING
1
1
4
02
1

Source: ERIC, EDO 36124.

The eleven basic steps in a system analysis are:

1. Select area.
2. Reexamine or formulate goals.
3. Reexamine or formulate objectives.
4. Identify constraints and requirements.
5. Establish general selection criteria.
6. Develop alternate programs.
7. Identify program activities and resources.
8. Apply costs to alternate programs.
9. Define anticipated benefits of each program.
10. Analyze cost/benefit relationships for program evaluation.
11. Recommend preferred program.[1]

Comments

The accomplishments made by the PPBS commission demonstrate what can be achieved when appropriate funding is made available, tasks are specified and within reason, and knowledgeable personnel are employed. The commission, in a period of three years, has designed, developed, and field-tested in 14 districts and one county superintendent's office, a PPB System. Training of additional local education agency personnel is currently underway.

Dr. James E. Waters, Executive Secretary to the PPBS commission, provided some insight as to how the commission has functioned at this successful level. Primary among activities was time spent building relationships with local education agency personnel and association representatives. These people were then involved in the initial development of the *Conceptual Design*. The time spent working with local persons provided the Commission and the consulting firm with an awareness of local needs and problems, and allowed the PPBS to anticipate and avoid potential problem areas as it was being developed.

The design and development of the PPBS in cooperation with six school districts in 1967-68, and the field testing in 15 agencies in 1968-69, allowed necessary modifications to be made to the original schema.

The three-year process has not been without some difficulties, however. The development of an educational data bank, one providing consistent and appropriate information, is of prime importance; an effective PPB system cannot be achieved without the employment of data processing. This data gathering must be computerized and personnel must be trained. The commission has indicated that CEIS is compatible with this concept and is partially developed in that direction.

Terminology and training were two additional sources of difficulty. The costs and logistics of training personnel to implement the system are formidable as evidenced by staff time spent on this task.

Of the many commissions and programs underway in the State of California, this one commission appears to be moving towards its goal most directly. As a potential source of information, it should be one of the first contacted by a governmental agency planning to design, develop, and implement a PPB system.

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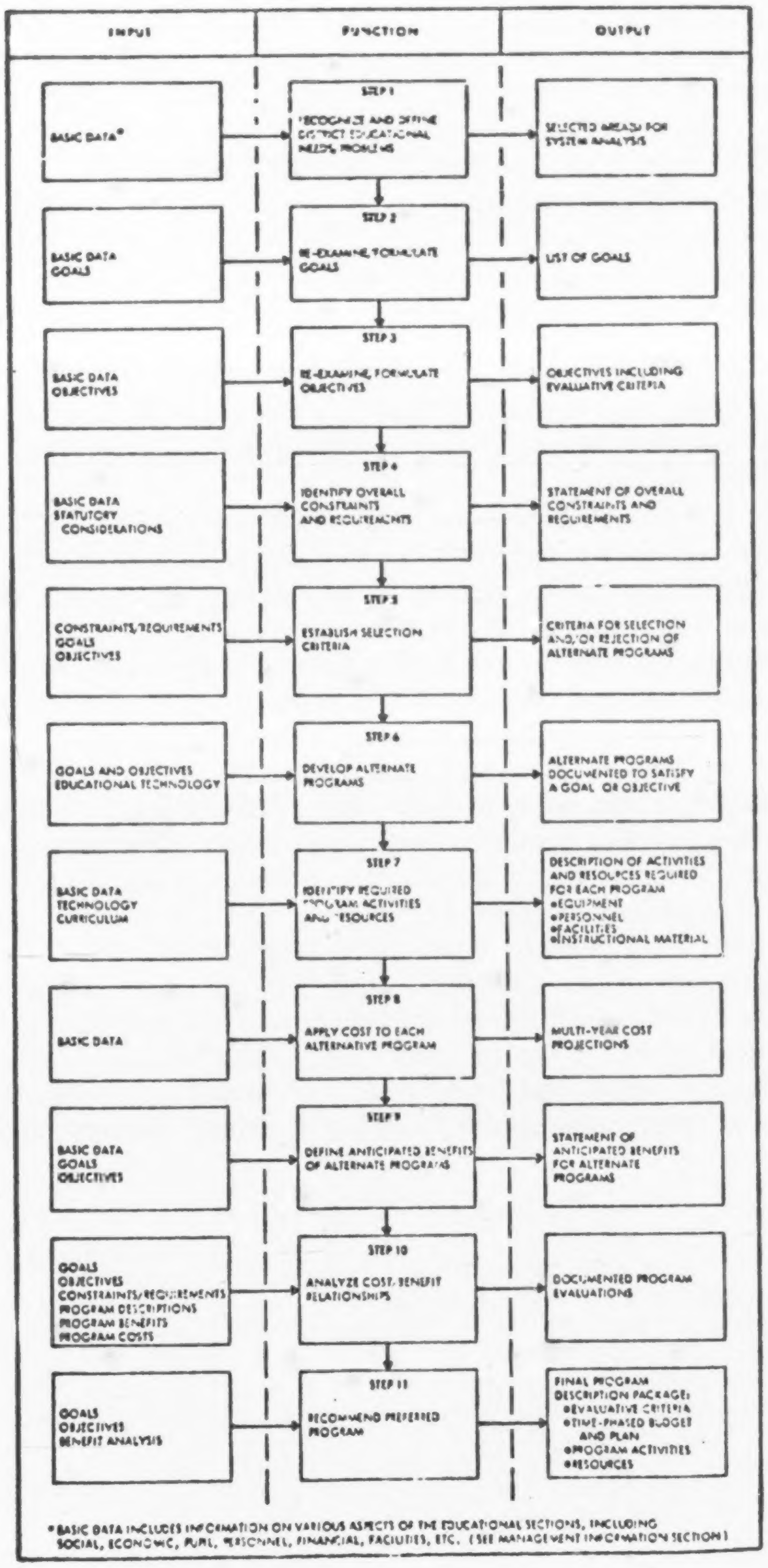
[1] *Ibid.*, pp. 18-21

Figure 10

SYSTEM ANALYSIS PROCESS


INPUT
FUNCTION
OUTPUT
BASIC DATA*
STEP 1
RECOGNIZE AND DEFINE DISTRICT EDUCATIONAL NEEDS, PROBLEMS
SELECTED AREAS FOR SYSTEM ANALYSIS
BASIC DATA
GOALS
STEP 2
RE-EXAMINE, FORMULATE GOALS
LIST OF GOALS
BASIC DATA
OBJECTIVES
STEP 3
RE-EXAMINE, FORMULATE OBJECTIVES
OBJECTIVES INCLUDING EVALUATIVE CRITERIA
BASIC DATA
STATUTORY CONSIDERATIONS
STEP 4
IDENTIFY OVERALL CONSTRAINTS AND REQUIREMENTS
STATEMENT OF OVERALL CONSTRAINTS AND REQUIREMENTS
CONSTRAINTS/REQUIREMENTS
GOALS
OBJECTIVES
STEP 5
ESTABLISH SELECTION CRITERIA
CRITERIA FOR SELECTION AND/OR REJECTION OF ALTERNATE PROGRAMS
GOALS AND OBJECTIVES
EDUCATIONAL TECHNOLOGY
STEP 6
DEVELOP ALTERNATE PROGRAMS
ALTERNATE PROGRAMS DOCUMENTED TO SATISFY A GOAL OR OBJECTIVE
BASIC DATA
TECHNOLOGY
CURRICULUM
STEP 7
IDENTIFY REQUIRED PROGRAM ACTIVITIES AND RESOURCES
DESCRIPTION OF ACTIVITIES AND RESOURCES REQUIRED FOR EACH PROGRAM
•EQUIPMENT
•PERSONNEL
•FACILITIES
•INSTRUCTIONAL MATERIAL
BASIC DATA
STEP 8
APPLY COST TO EACH ALTERNATIVE PROGRAM
MULTI-YEAR COST PROJECTIONS
BASIC DATA
GOALS
OBJECTIVES
STEP 9
DEFINE ANTICIPATED BENEFITS OF ALTERNATE PROGRAMS
STATEMENT OF ANTICIPATED BENEFITS FOR ALTERNATE PROGRAMS
GOALS
OBJECTIVES
CONSTRAINTS/REQUIREMENTS
PROGRAM DESCRIPTIONS
PROGRAM BENEFITS
PROGRAM COSTS
STEP 10
ANALYZE COST/BENEFIT RELATIONSHIPS
DOCUMENTED PROGRAM EVALUATIONS
GOALS
OBJECTIVES
BENEFIT ANALYSIS
STEP 11
RECOMMEND PREFERRED PROGRAM
FINAL PROGRAM DESCRIPTION PACKAGE:
•EVALUATIVE CRITERIA
•TIME-PHASED BUDGET AND PLAN
•PROGRAM ACTIVITIES
•RESOURCES

*BASIC DATA INCLUDES INFORMATION ON VARIOUS ASPECTS OF THE EDUCATIONAL SECTIONS, INCLUDING SOCIAL, ECONOMIC, PUPIL, PERSONNEL, FINANCIAL, FACILITIES, ETC. (SEE MANAGEMENT INFORMATION SECTION)

Section 8

DATA PROCESSING

Introduction

Within the State of California, the legislature and various governmental agencies have authorized advisory committees concerned with data processing. A brief report on the responsibilities of the following committees is included in this section:[1]

State Advisory Committee on Integrated Data Processing.
Educational Task Force on Educational Data Processing.
Educational Data Policy Committee.
County Superintendents Data Processing Committee.

State Advisory Committee on Integrated Data Processing

This advisory committee was formed by the State Superintendent of Instruction in 1959 and has been functioning for the past decade. The committee has representatives of professional associations, higher education, the California State government, and the Department of Education. This committee, reporting to the State Superintendent, was responsible for the development and pilot test of CEIS and CEIMS. The committee has continued to develop guidelines for the operation of CEIS and for utilization of data processing techniques within the Department of Education.

Educational Task Force on Educational Data Processing

This task force was originally a liaison group operating between local education agencies and the State Department of Education. Currently the membership represents various professional associations, the State Department of Education, the regional centers, and higher education. It worked successfully to pass legislation supporting CEIS. The task force has been funded by Title III and Title V monies, but currently assesses member organizations to pay for expenses and the part-time staff employed.

The task force provides a flexible vehicle through which local education agencies can communicate with the State Department of Education regarding management information system and data processing applications.

Educational Data Processing Policy Committee

State policy requires that all state departments using some form of data processing have departmental data processing policy committees. Accordingly this committee was formed by the State Superintendent of Instruction to review and recommend policy concerning requirements, budgets, operation, and accounting procedures for the California State Department of Education.

County Superintendents' Data Processing Committee

The County Superintendents' Association formed this advisory committee in 1969. Official membership includes the superintendent from each of the 12 counties having regional data processing centers. The committee formulates policy recommendations for the CSA relating both to data processing and operation and to coordination of the regional centers.

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[1] **Advisory Committee on Integrated Data Processing, *Op. Cit.***

Section 9

ADVISORY COMMITTEE ON PROGRAM AND COST EFFECTIVENESS

The Advisory Committee on Program and Cost Effectiveness was initiated by the California State Legislature during its 1969 session (AB 606). The committee is commonly known as the C/E Committee or the 606 Committee.

California State Assembly Bill No. 606 stated:

> It is the intent of the legislature that the funds provided by Titles I and III of the Elementary and Secondary Education Act of 1965, the Miller-Unruh Basic Reading Act, and Chapter 106 of the Statutes of 1966, First Extraordinary Session, be expended in the most effective way possible, and that cost effectiveness measures be employed in the approval and evaluation of all projects. It is the further intent of the legislature that all projects be evaluated annually as to the degree of program achievement and cost effectiveness produced; that highly effective projects shall be expanded to further use in the district where operated and in other districts; and that less effective projects be replaced with ones of proven effectiveness, or by new projects which hold promise of high effectiveness.
>
> It is the intent of the legislature that the effectiveness of a project be measured in terms of the objectives of the project, and that each district should be primarily concerned with the pupils' improvement in ability to read, to use and understand the concepts of mathematics.
>
> The legislature intends that each project be evaluated annually by the Department of Education to determine and identify its relative effectiveness; that such evaluation shall be assisted by an advisory committee competent to assess the effectiveness of the results of the project, and to make recommendations to the State Board of Education on projects to be expanded in use and those that should be modified or replaced to produce greater effectiveness.
>
> The State Board of Education shall appoint an advisory committee on program and cost effectiveness to be composed of three public members representing the field of economics, three public members representing the behavioral sciences, and three public members representing the managerial sciences. The chairman of the committee shall be chosen by the members.
>
> The advisory committee on program and cost effectiveness shall: (1) advise the Department of Education and the State Board of Education on projects to be approved, (2) assist in the evaluation of the program achievement of projects, (3) assist in the determination of the relative cost effectiveness of projects, and (4) advise on the projects which should have expanded use and those which should be modified or replaced to produce a higher degree of program achievement and cost effectiveness.
>
> Members of the advisory committee shall serve without pay. They shall receive their actual and necessary traveling expenses while on official business.
>
> In approving projects under Titles I and III of the Elementary and Secondary Education Act of 1965 or projects under the Miller-Unruh Basic Reading Act or Chapter 106 of the Statutes of 1966, First Extraordinary Session, the committee shall give due consideration to the effectiveness of the project and shall not continue in operation any project that, upon evaluation, has been shown to be of low effectiveness, and which has only a limited possibility of improved effectiveness.

Parameters of the Study **1969-70**	**Data Source 1969-70**	
	Survey	Other
1. **Area of Emphasis**		
1.1 Target Schools	–	NDEA (EDP)
1.11 Percent Poverty (AFDC)	4	NDEA (EDP)
1.12 Percent ethnic	–	R&E Survey
1.13 School size	2	NDEA
1.14 Percent of total enrollment participating in Title I	2,3	
1.2 Grade level-3rd		Ca. Pub.
1.3 Subject matter-reading		Sch. Direc.
2. **Cost Measures**		
2.1 Prorated contract salary or per-hour cost of personnel providing direct reading instruction in 3rd grade	7,18-Col. 9	
2.2 Source of funds for personnel costs	18-Col. 10	
3. **Program Measures**		
3.1 Percent of student in 3rd-gr. recreational reading instr.	5,6	
3.2 Presence of ESL component or spec. inst.	8,9	
3.3 Unusual limitations on reading effectiveness		
3.31 Double sessions	10	
3.32 Unusual circumstances	11	
3.4 Organizational systems		
3.41 Type of organizational system (data below are reported for each type or organizational system identified)	15,	
3.42 No. of partic. by org. sys. (Title I and others)	15, Col. 2,3,4	
3.43 No. of minutes per day	15, Col. 2,3,4	
3.44 No. of days	15, Col. 2,3,4	
3.5 Reading personnel characteristics (Classroom Teacher, Aides, Read. Spec.)	18, Col. 1	
3.51 Sex	Col. 2	
3.52 Education	Col. 3,4	
3.53 Experience	Col. 6-8	
3.54 Bilingual (Spanish)	30	
3.6 Criteria for selection of pupils	20,21,22	
3.7 Diagnostic service	23,24,25,26	
3.8 Communication network	27,28	
4. **Characteristics of Pupils**		
4.1 Number participating	17, Col. 3	
4.2 Number leaving the program (9/16/69-5/15/70)	17, Col. 4	
4.3 Number participating (1969-70 summer school)	17, Col. 5	
4.4 Number receiving both pre- and posttest	17, Col. 6	
5. **Achievement Data** (by organizational system)		
5.1 May 1969, grade placement, total reading	16, Col. 3,4,5	
5.2 May 1970, raw scores		
Word meaning	17, Col. 8	
Paragraph meaning	17, Col. 9	
Total reading	17, Col. 10	
5.3 May 1970, grade placement, total reading	17, Col. 11	
6. **Other**		
Planning system	29	
Auxiliary personnel	31	

Table 4

COST-EFFECTIVENESS – READING STUDY RECOMMENDATIONS – 1970-71

Areas Recommended for 1970-71	Data Source	1970-71	
		Personnel	Cost
2.3 Fringe benefits of personnel costs (8-20%)			
2.4 Nondirect personnel?			
2.5 Equipment over $500 ? (System 80)			
Program Measures			
3.9 Diagnostic instruments for subinst. areas			
3.10 Indentification of subinst. areas			
3.11 Instructional techniques for subinstructional areas			
3.12 Mini organizational systems for sub instructional areas			
3.13 Media used-hardware and software for sub instructional areas			
3.14 Behavior modification techniques			

Source: 606 Committee, working document.

The State Board of Education has appointed the 606 committee and a "Tentative Committee Program Plan" has been developed. The committee is currently conducting a search for an executive secretary. Recommendations are to be made to the Department of Education by August 1971, and implemented by February 1972.

Comments

As the 606 Committee was authorized during the last legislative session, little has yet been accomplished. As Federal legislation recommends the employment of cost-effective analysis in the evaluation of Title I projects, the Division of Program Evaluation staff, Office of Compensatory Education, has been developing preliminary forms designed to implement a cost-effective study of Title I third-grade reading projects. The staff has developed recommendations and a questionnaire designed to obtain preliminary information. Parameters of the study and data sources are shown in Table 4.

Section 10

JOINT COMMITTEE ON EDUCATIONAL GOALS AND OBJECTIVES

Introduction

The Joint Committee on Educational Goals and Objectives was authorized by the California State Legislature during the 1969 Session (ACR 195). The charge to the committee included:

> . . .that the members authorize a study to determine and recommend an appropriate means for developing a meaningful and constructive program of assessment, including, but not limited to, the relative productivity, cost effectiveness, and organizational viability of the public schools of California. . .[1]

Membership of this committee consisted of the members of both the Assembly and Senate Education Committees with three additional persons representing the State Board of Education. One half of the costs of the study – $30,000 – was appropriated from the contingent funds of the Senate and Assembly.

Procedure

A study plan was proposed and hearings held. Five questions were examined:

1. Who is to be involved in identifying educational goals and objectives?
2. Who is to be involved in developing a state-wide system of assessment?
3. What legislative guidelines, if any, are going to govern these persons and activities?
4. When are these activities to be completed?
5. What is the expected outcome of these activities?[2]

Approximately 60 associations, school districts, and laymen either testified or presented written information during the hearings.

Recommendations of the Joint Committee

The Joint Committee recommended that:

1. A joint committee on educational goals and evaluations be established for the purpose of guiding the developmental process of setting goals and objectives of education.
2. Goals and objectives be recommended for adoption to the State Board of Education after consideration of goals and objectives identified by local education agencies.
3. The study identifying the goals and objectives of education should be accomplished in less than two years.
4. Legislation should be adopted which directs local education agencies to state the philosophy, goals, and objectives of their educational program.
5. The development of an assessment and evaluation program that would measure progress toward the goals and objectives of education that have been identified should serve several purposes, such as the collection of data on children who are entering the California public schools for the first time; the measurement of student progress across grade or age levels in areas of instruction; and evaluation of special programs.
6. Advisory committees should be appointed to assist the joint committee in its work. Members of these committees should be selected from many segments of the public, including students, parents, educators, members of governing boards, and persons with demonstrated expertise in appropriate areas of study.

---

[1] Joint Committee on Educational Goals and Evaluation, *The Way to Relevance and Accountability in Education* (Sacramento: California State Legislature, April 1970). pp. 25-26.

[2] *Ibid.*, p. 7.

7. When the process of setting goals and objectives has been completed and formalized for purposes of implementation and administration, the State Board of Education should be responsible for the continuing leadership role in the data collection and evaluation process.[1]

Comments

The Joint Committee report – *The Way to Relevance and Accountability in Education* – was referred to by various persons during interviews. Reactions ranged from strong support of the recommendations to disappointment with them. Some members of the Joint Committee expressed dissatisfaction by writing letters of dissent.

It appears that the report does not provide the substantive direction requested by the charge to the committee.

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[1] ***Ibid.*, p. 1.**

Section 11

PERSONS INTERVIEWED

Information for this report was obtained from the following persons:

Dr. J. William May
Acting Associate Superintendent
California State Department of Education

Dr. James H. Crandall, Chief
Office of Program Evaluation
California State Department of Education

Dr. James E. Waters
Executive Secretary
Advisory Commission on School District Budgeting and Accounting
California State Department of Education

Mr. Charles L. Smithers
Director State Affairs
California Taxpayers Association

Mr. Max Benton
Education Specialist
California Taxpayers Association

Mr. John W. Jachens
Administrative Assistant to the Speaker of the Assembly
California State Assembly

Dr. Gerald S. Rider
Consultant, Evaluation and Research
Office of Compensatory Education
California State Department of Education

Dr. William McCormick
Consultant, Evaluation and Research
Office of Compensatory Education
California State Department of Education

SUPPORTING DOCUMENTS

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PROMISING PRACTICES DEVELOPED OR EMERGING

ON THE NATIONAL SCENE:

THE FLORIDA STUDY

Section 1

INTRODUCTION

In June 1970, the Special Levy Study Commission contracted to conduct a survey of the projects or activities in the State of Florida which were either involved with or related to assessment and accountability. The month of June was spent identifying and researching these programs; data regarding them were gathered through personal interviews, telephone conversations and research reports. The projects identified to be studied were:

1. A program to assess Florida's educational needs.
2. The formation of the Educational Research and Development Program, including a study of the *relevance* of Florida's state-wide ninth- and twelfth-grade testing program.
3. The state's involvement in the National Assessment Program.
4. The Student Information Record System Project (SIRS).
5. The development and implementation of a state-wide Planned Program Budgeting system (PPBS).
6. The development of a state-wide Management Information System (MIS), including Florida's participation in the activities of the Belmont Group.
7. Accreditation.

Since the present organization of the Department of Education (DOE) was not set up with assessment and accountability in mind, the department was reorganized. Figure 1 shows the new organizational chart for the DOE.

As there are many definitions of MIS and PPBS, the following definitions or descriptions of the systems are offered for clarity.

1. A PPBS is viewed by most educators in Florida as a collection of several principles or emphases that, when combined, are called a system. In short, a PPB System relates outputs to resources and provides the user of the system with the option of carrying out cost analyses such as cost-effectiveness and cost-benefit analyses.[1]
2. An MIS is viewed by those concerned with the Florida project as an organized arrangement for making the right information available to those who need it, at the time they need it, in the desired format, at the least possible cost.[2] Furthermore, this system ought to be capable of providing information regarding the future status of any other given system. In other words, management ought to be able to use the system for simulation purposes.

The succeeding pages contain a cursory discussion of the eight activities in the State of Florida related to educational accountability. As it is difficult to pinpoint a time sequence for the inception of these activities, many of them have been treated as separate entities when in fact they are related to other projects. In other words the order and/or separate treatment of the projects is not significant.

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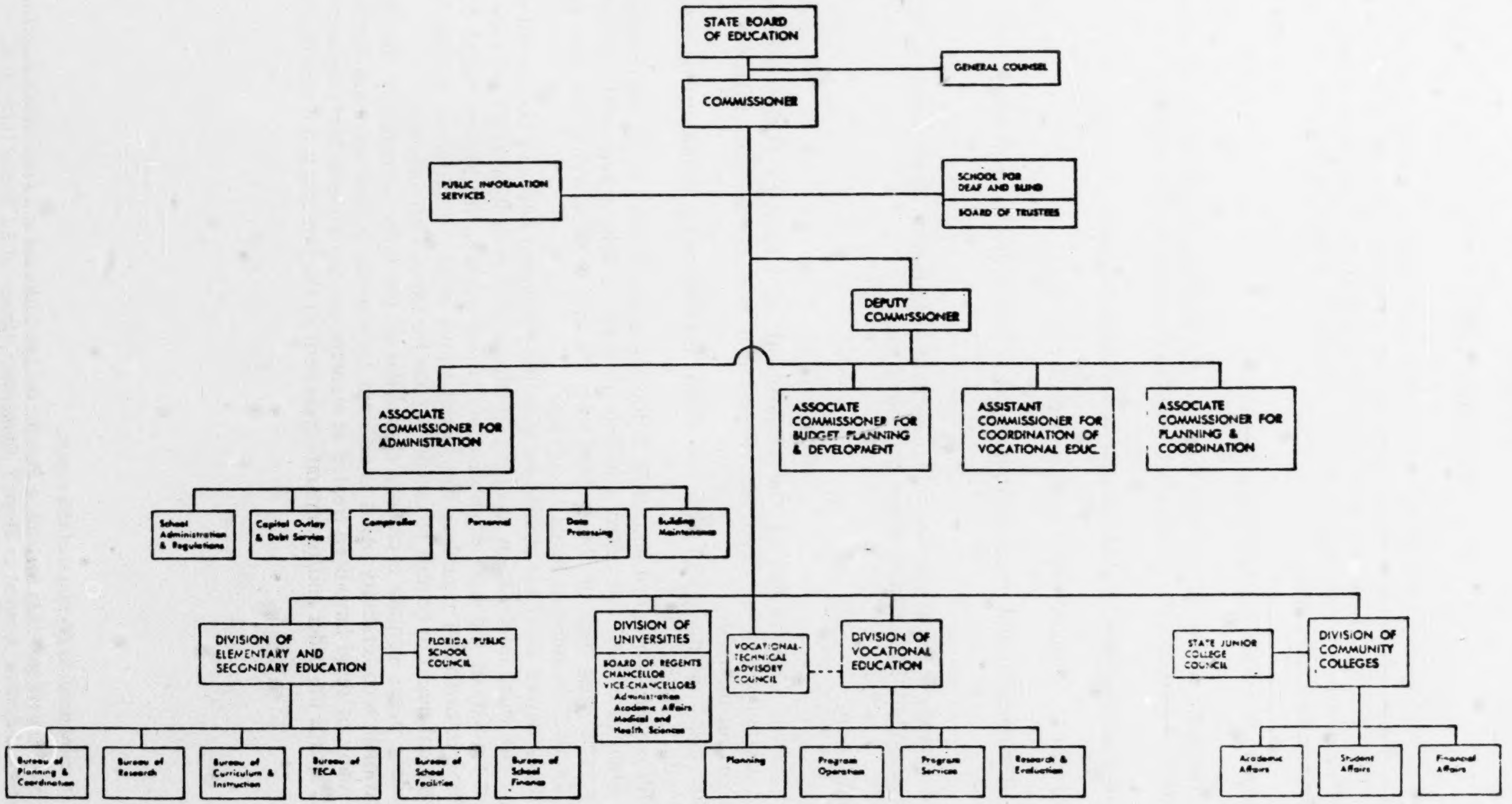
[1] PPBS is described in more detail in Section 6 of this report.

[2] Florida Association of Educational Data Systems, *A Plan for the Establishment of a State-Wide Educational Informational Information Management System*, A report to Floyd T. Christensen, Comm. of Ed. March 1969, p. 23.

Figure 1

FLORIDA STATE DEPARTMENT OF EDUCATION ORGANIZATION CHART[1]


STATE BOARD OF EDUCATION
GENERAL COUNSEL
COMMISSIONER
PUBLIC INFORMATION SERVICES
SCHOOL FOR DEAF AND BLIND
BOARD OF TRUSTEES
DEPUTY COMMISSIONER
ASSOCIATE COMMISSIONER FOR ADMINISTRATION
ASSOCIATE COMMISSIONER FOR BUDGET PLANNING & DEVELOPMENT
ASSISTANT COMMISSIONER FOR COORDINATION OF VOCATIONAL EDUC.
ASSOCIATE COMMISSIONER FOR PLANNING & COORDINATION
School Administration & Regulations
Capital Outlay & Debt Service
Comptroller
Personnel
Data Processing
Building Maintenance
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
FLORIDA PUBLIC SCHOOL COUNCIL
DIVISION OF UNIVERSITIES
BOARD OF REGENTS
CHANCELLOR
VICE-CHANCELLORS
Administration
Academic Affairs
Medical and Health Sciences
VOCATIONAL-TECHNICAL ADVISORY COUNCIL
DIVISION OF VOCATIONAL EDUCATION
STATE JUNIOR COLLEGE COUNCIL
DIVISION OF COMMUNITY COLLEGES
Bureau of Planning & Coordination
Bureau of Research
Bureau of Curriculum & Instruction
Bureau of TECA
Bureau of School Facilities
Bureau of School Finance
Planning
Program Operation
Program Services
Research & Evaluation
Academic Affairs
Student Affairs
Financial Affairs

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[1] *Florida Post-High School Education: A Comprehensive Plan For the 70's*, submitted to the Florida Legislature (Tallahassee, Florida: Select Council of Post High School Education, March 1970), p. 6.

Section 2

FLORIDA'S EDUCATIONAL NEEDS ASSESSMENT PROGRAM

In May 1968, the Florida Educational Research and Development Council, acting upon the invitation of the Florida State Department of Education, organized a task force to develop a plan for the study of Florida's educational needs. The task-force group, comprised of 19 professionals, most of whom are connected with education, recommended that the ultimate outcome of the study focus on the following broad areas:

A. Status of education, K-12 in Florida, with respect to achievement of the following perennial objectives:
   1. Communication and learning skills.
   2. Citizenship education.
   3. Vocational interests.
   4. Mental and physical health.
   5. Home and family relationships.
   6. Aesthetic and cultural appreciations.
   7. Moral and ethical values.

B. Evaluation of current educational programs in terms of certain major criteria:
   1. The relevance of educational programs for Florida now and in the future.
   2. The relevance of educational programs for selected subpopulations within the state.
   3. The effectiveness of educational programs in allowing for individual differences and providing motivation and skill for self-directed, continued learning.
   4. Comparison of Florida's educational status with that of other states.

C. Identification from (B) of critical needs for education in Florida, K-12.[1]

Each of the seven general objectives was then analyzed in terms of what behavior could be expected of persons who have completed schooling and/or have sought training through the Florida system. Following this, the task group suggested procedures for collecting, analyzing, and evaluating available data for each of the broad areas mentioned above. Table 1 following, lists some of the questions which the task force posed in the area of communications and learning skills.

Table 1

SAMPLE QUESTIONS AND SOURCES OF DATA

	Questions	Sources of Data:
1.	What percent of the people cannot gain satisfactory employment because of lack of communications skills?	U.S. and Florida Employment Services; U.S. Department of Labor; State and local adult vocational agencies.
2.	What percent of draftees and volunteers are rejected by the Armed Services because of lack of communications skills?	Armed Services records
3.	What percent of pupils are above, at, and below national norms on standardized tests in reading and English?	Standardized test results ESEA Title 1 reports
4.	What percent of dropouts are above, at, and below national age norms in reading and English?	State and local dropout studies
5.	How is literacy distributed among population subgroups?	Census Standardized test results
6.	How many who are not literate in English are literate in another language?	Federal, state, and local government agencies
7.	What percent of the out-of-school population can communicate in a second language?	Local school system studies Census
8.	What percent of the school population is learning to communicate in a second language?	U.S. and Florida employment services State and local enrollment studies

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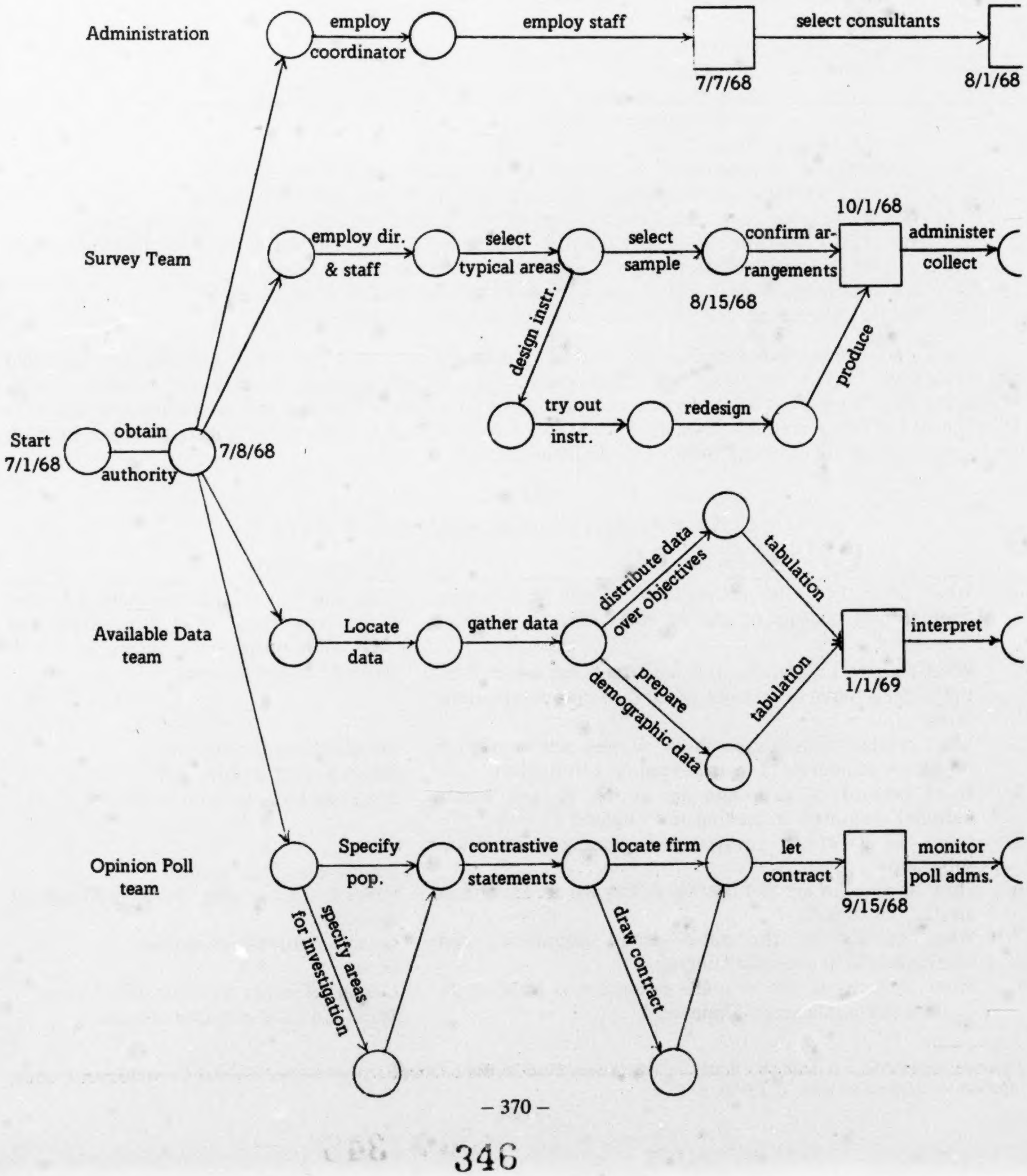
[1] **Special Task Force,** ***A Plan for Study of the Educational Needs of Florida*** **(Gainesville, Florida: University of Florida, College of Education, June 7, 1968), p. 1.**

Figure 2 depicts the proposed network for the Needs study and gives a clearer picture of the various tasks necessary to complete it. Three separate research studies were suggested by the task force: (1) a review and secondary analysis of the socioeconomic and educational data which are currently being collected in the state; (2) a survey of educational practices in the state; and (3) an opinion poll of specified groups regarding education in the State of Florida and its needs.

To date, all the reports have been completed, but the first study has yet to be written. The second study, the survey of current district educational practices, is well documented. This study used a

Figure 2 NEEDS STUDY–


Administration
employ
coordinator
employ staff
7/7/68
select consultants
8/1/68
Survey Team
employ dir.
& staff
select
typical areas
select
sample
8/15/68
confirm ar-
rangements
10/1/68
administer
collect
design instr.
try out
instr.
redesign
produce
Start
7/1/68
obtain
authority
7/8/68
Available Data
team
Locate
data
gather data
distribute data
over objectives
tabulation
prepare
demographic data
tabulation
1/1/69
interpret
Opinion Poll
team
Specify
pop.
specify areas
for investigation
contrastive
statements
locate firm
draw contract
let
contract
9/15/68
monitor
poll adms.

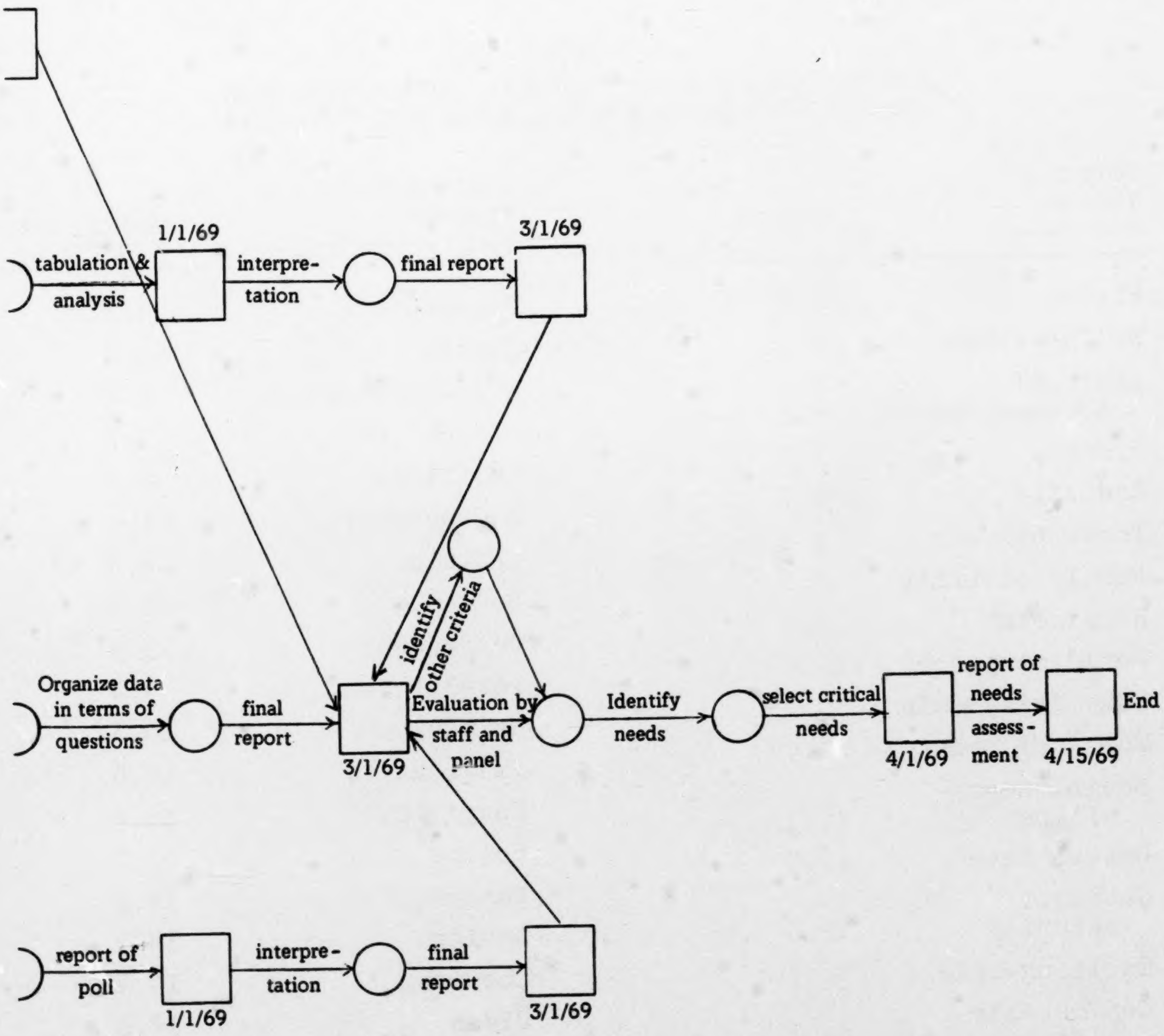
27-county sample and looked at:

Inputs—Kind and level of support which school districts provide their schools.

Throughputs—Socioeconomic and cultural characteristics of the persons upon whom the county school systems are acting.

Outputs—The variety of conventional and nonconventional educational consequences directly or indirectly attributable to the educational activities of the county school system.[1]

PROPOSED NETWORK


1/1/69
tabulation &
analysis
interpre-
tation
final report
3/1/69
identify
other criteria
Organize data
in terms of
questions
final
report
3/1/69
Evaluation by
staff and
panel
Identify
needs
select critical
needs
4/1/69
report of
needs
assess-
ment
4/15/69
End
report of
poll
1/1/69
interpre-
tation
final
report
3/1/69

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[1] *Survey of District Educational Practices* (Tallahassee, Florida: State Department of Education, Bureau of Research, 1970), p. 1.

The third study, the poll of teacher opinions, had as one of its objectives to determine where the state ought to be, what the state ought to be practicing. The difference between where the state is and where it ought to be is an example of a particular need.

Rather than document a great deal of the findings of the opinion study, Tables 2 and 3 have been provided as being illustrative of the outcomes of this study. It should be mentioned, however, that the returns of the opinion questionnaire were very poor and thus the results may not be representative. The recipients of the questionnaire were as follows: (1) 1,000 opinionnaires went to members of the general public, randomly selected; (2) 300 of the opinionnaires went to randomly selected major employers; (3) opinionnaires went to all school board members and district superintendents; (4) the districts were stratified by size and 27 districts were randomly selected; another 600 opinionnaires were sent out within these groupings: 200 to principals, 200 to teachers, and 200 to students. The recipients in this group were also randomly selected.

Table 2

TEACHERS' RANKING OF TERMINAL AND INSTRUMENTAL VALUES WHICH SHOULD BE TAUGHT IN PUBLIC SCHOOLS

Terminal[1] Values	Median	Instrumental[2] Values	Median
Wisdom	2.6	Responsible	3.2
Self-respect	3.7	Honest	3.8
Sense of Accomplishment	4.5	Self-controlled	5.1
Freedom	5.5	Broadminded	7.7
Equality	6.7	Ambitious	7.8
Inner harmony	7.3	Independent	7.9
Family security	8.0	Capable	8.4
Happiness	8.4	Logical	8.8
World at peace	10.0	Courageous	9.3
True friendship	10.4	Intellectual	9.4
World of beauty	11.7	Helpful	10.6
Social Recognition	12.1	Imaginative	10.6
Mature love	12.5	Forgiving	11.6
National security	12.6	Polite	12.4
Exciting life	12.7	Cheerful	14.2
Comfortable life	13.6	Loving	14.3
Pleasure	15.4	Obedient	14.4
Salvation	16.3	Clean	14.6

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[1] Values towards which one's life is directed.

[2] Means by which one should pursue terminal values.

As illustrated in Figure 2, the critical needs of the educational system were to be identified. To this end, a committee was organized, consisting of a coordinator and three specialists. The committee spent two days examining the data packages and identified eight critical areas which, in their opinion, represented serious discrepancies between the objectives of the programs and the actual accomplishments of the students. For example, the critical need given top priority by the committee was: "... to acquire the basic language and quantitative skills and knowledge which will enable them to deal competently with the usual kinds of intellectual and learning tasks expected of them both in and out of school." The status data used by the groups in identifying this need were: the performance of students on standardized aptitude and achievement tests; the performance of draftees on the Selective Serivce mental and aptitude tests; and the high nonpromotion rates in Florida schools.

The research activities of the Florida needs assessment program will be extended throughout 1971 when the 1970 census data are available. However, the program to date has been moderately successful and Florida's educational needs will be quantifiable as a result.[1]

Florida's educational needs assessment program is reasonably well documented and the PERT chart in Figure 2 was followed in entirety. Although the project was almost a year late, it did accomplish the main goals of the program; the program remains one of the most thorough in the country.

Table 3

TEACHERS' RANKING OF TERMINAL AND INSTRUMENTAL VALUES AS THEY ARE TAUGHT IN PUBLIC SCHOOLS

Terminal Values	Median	Instrumental Values	Median
Sense of accomplishment	3.7	Responsible	5.3
Social recognition	4.7	Ambitious	5.9
Self-respect	5.5	Self-controlled	6.0
Wisdom	5.7	Intellectual	6.8
Freedom	5.7	Honest	6.9
Equality	6.4	Obedient	7.3
Comfortable life	7.0	Capable	7.5
World at peace	9.3	Independent	8.6
An exciting life	9.6	Logical	9.3
Happiness	10.0	Broadminded	9.4
Family security	10.4	Polite	9.5
World of beauty	11.0	Clean	10.8
National security	11.1	Imaginative	11.0
Inner harmony	11.2	Helpful	11.2
True friendship	11.2	Courageous	11.4
Pleasure	11.2	Cheerful	13.6
Mature love	16.0	Forgiving	13.7
Salvation	17.7	Loving	16.4

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[1] For further description of need assessment in the State of Florida, see James Swanson's article in the November-December 1968, issue of *Florida Schools*, pp. 6-8.

Section 3

EDUCATIONAL RESEARCH AND DEVELOPMENT PROGRAM

In 1969, the Florida legislature created the Florida Educational Research and Development Program to provide information on techniques to improve education in Florida.[1] Following the enactment of this legislation, representatives from the Board of Governors, the Advisory Council, and the staff of the Department of Education (DOE) spent six months planning a program which was then presented to the 1970 legislature. The legislature appropriated $1.2 million to support the program.

> Many supporters of the R & D Program–in and out of the legislature–see it as a vehicle which will bring about many needed educational changes in Florida: improved cost accounting, objective assessment of educational programs, and new materials and techniques which will make the teacher's job more manageable. In his charge to the Advisory Council for Educational Research and Development, Commissioner Floyd T. Christian asserted that the program should provide information which will bear on significant educational decisions. Thus, it must probe at the heart of the enterprise of public education.[2]
>
> It is the responsibility of the Research and Development Program to identify research and development needs so that activities conducted under the program will be responsive to the needs of educational decision-makers. To identify needs, the program will rely upon the two advisory groups created under the Educational Research and Development Act, the persons who serve on the staff of the State Board of Education and the Commissioner, and a task force composed of representatives of all four divisions in the Department of Education.[3]

According to Rhodes, the consequences of the program would be:

1. For the schools of Florida

The over-all effect on the present schools in Florida would be to provide them with means to get "right-now" answers that will parallel the direction of "long-term" answers being developed. By using, possibly, the proposed performance standards for state accreditation as a criterion reference for cooperative improvement efforts, there should be a continuous increase in knowledge and application of "what is possible."

2. For the research contractors

In addition to making it possible to perceive environmental relationships which will affect the procedures under development, the continuing interaction between research and practice will provide what a creative atmosphere in which the "tension between the drive for professional autonomy" of the researcher, "and the stimulation from applied problems" can be the "energy source for new sparks of creativity."

3. For the Florida Department of Education

The new problem-solving relationships with the schools will permit the Department of Education to "aim" its internal expertise and resources more appropriately.
Department of Education personnel are government employees and can be perceived as reasonably objective. Through the department's reorganization, new relationships of trust and confidence can be established that can lead to regularized channels of cooperation.

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[1] The authorization for this program can be found in section 229.561, Florida Statutes.

[2] Fred Daniel, *Can The Florida Educational Research and Development Program Really Make any Difference in Florida Education?*, Tallahassee, Florida: State Department of Education, June 29, 1970.

[3] Lewis A. Rhodes, *The Management of the Florida Educational Research and Development Program*, New York; E. F. Shelley and Company, Inc. June, 1970, p. 22.

The Research and Development Program has nine categories, but priorities have been set on developing a quality-assessment system, a cost-determination system and a state-wide planning system.

In relation to the first priority, quality assessment, it is necessary to include here a brief discussion of the state-wide testing programs for ninth and twelfth grades.

Both testing programs, especially that for the twelfth grade, have been receiving a great deal of attention lately. The twelfth-grade program, implemented in the late 1930's and used primarily for screening college applicants, is being reassessed. The relevance of the program has been questioned and it would appear that one of the following solutions is likely to be implemented: (1) modification of the test to create an instrument to be used in evaluating the system's outputs in terms of the state educational objectives; (2) adoption of another already extant test; or (3) development of a wholly new test. However slight, there is also that possibility that the entire testing program will be discontinued. In any event, the Educational Research and Development Program is emphasizing criterion-referenced instruments for assessing learning, thus ensuring some modification of the present system.

Nancy Erikson, research assistant for the Florida legislature, has been doing analyses using the twelfth-grade testing program in its present state. Using test scores from the past three years, Miss Erikson has found sociological characteristics of children, community environment, and qualifications of teachers to be the significant predictors of average county performance on the tests. These findings are not surprising considering the fact that the test is not culture free. What is perhaps contrary to expectations is that family income did not affect county performance. Furthermore, expenditures per average daily attendance (ADA) and percent of funds spent on auxiliary services were only slightly correlated, in a negative direction, with twelfth-grade test scores and were not even close to being significant predictors of county scores. The twelfth-grade test, which costs $100,000 per year to administer, is the only dependent variable which has been tested. The results, however, are of little significance as the test is far removed from being any kind of an assessment indicator or evaluative criterion.

On the whole, it seems likely that the ninth- and twelfth-grade testing programs will be replaced by the National Assessment package. This not only will make the test more relevant in terms of the Florida Educational System and the evaluation of its outputs, but will allow Florida to compare its results and progress with those of other states and subdistricts having similar characteristics..

Section 4

THE DEPARTMENT OF EDUCATION AND NATIONAL ASSESSMENT

In the 1969 session of the legislature it was felt that Florida should have an act relating to educational assessment. It was further felt that the Commissioner of Education should be responsible for the development of the evaluation procedures. The act that was passed is reproduced below.

> Section 1. Development of Educational Evaluation Procedures–The Commissioner of Education shall, no later than March 1, 1971, develop or cause to be developed evaluation procedures designed to assess objectively the educational programs offered by the public schools of this state. The evaluation procedures to be developed shall include such methods as are necessary to assess the progress of students at various grade levels and in the various educational programs of the public schools. The evaluation procedures shall be so constructed and developed as to provide each school district with relevant comparative data to enable district school board members, administrators, and the public to more readily appraise educational progress and to effectuate the strengthening of the district's educational program. The evaluation procedure shall provide a uniform evaluation of each school district in this state, and, to the extent possible, be compatible with national procedures for the assessment of programs in education.
>
> Section 2. Reports–The Commissioner of Education shall make a preliminary report to the State Board of Education and the Chairmen of the House and Senate Education Committees by October 1, 1970. The preliminary report shall include the Commissioner's proposed budget for implementing the evaluation procedures in the fiscal year 1971-72. This proposed budget shall be included in the legislative budget of the department of education. The Commissioner shall make a final report to the State Board of Education and the legislature by March 1, 1971. The final report shall include the Commissioner's recommendations for the dissemination of the data on educational progress in each school district.
>
> Section 3. This act shall take effect July 1, 1970.[1]

In 1970, a Steering Committee of the Education Commission of the States (ECS) drafted a resolution to spread the National Assessment of Educational Programs (NAEP) to both the state and local level. The resolution, adopted by the ECS, reads:

> Be it resolved that ECS offers to serve its member states (42 in number) as a resource in assisting states in the development of state assessment programs, including the adaptation of the National Assessment model, with the understanding that costs of such resources would be met by requesting states; and that the ECS provide to state education agencies at their request, and at cost, specimen sets of published National Assessment items appropriately packaged together with a manual of instructions, scoring keys, and administrative tapes and whatever assistance is necessary in advising on their duplication and use.[2]

The acceptance of the resolution was followed by a request from Florida for permission and help in conducting a state-wide and local assessment of its 67 school districts. This request had been taking shape since Florida's involvement as a sample state. The 1969 legislature requested the DOE to develop an assessment program which would be useful for policy decisions, and which, where applicable, should be consistent with national programs for assessment. Information gathered from the five districts in Florida that participated in the national sample appeared to be well in line with what the legislature requested. Therefore there is a strong rationale for Florida's adopting this on a state-wide basis.

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[1] Florida Legislative Reporters, Inc., P.O. Box 746, Tallahassee, Florida, May, 1969

[2] *Education U.S.A.*, Washington, D.C.: August 3, 1970, p. 229

According to Cecil Golden—the Associate Commissioner, Program Planning and Coordinator for the DOE—the NAEP will enable Florida to compare the results of its districts with national norms.

> Interestingly enough, other states are planning to follow Florida's lead. Oregon Governor Tom McCall, outgoing ECS chairman, said his state will get started at once to do the same thing. Colorado and Delaware are also interested—and more states are expected to follow. When asked if he thought some educators would feel double-crossed by the committee's action, McCall replied: "I really don't care." Seven governors attending the ECS meeting—Hathaway of Wyoming, Levander of Minnesota, Love of Colorado, McNair of South Carolina, Peterson of Delaware, Milliken of Michigan, and McCall—agreed that local and state reporting of national assessment results is inevitable and probably helpful. Rep. Edith Green (D-Oreg.), chairman of a House subcommittee on education, added her support to the ECS policy change. Leading education organizations originally opposed the idea of a national assessment program. They had three major concerns: that it would become a single national test; that it would lead to a national curriculum to meet the goals of the test; and that it would restrict changes in instructional methods.[1]

The Commissioner of Education will recommend to the legislature in March 1971, that the State of Florida adopt the National Assessment Package for the state evaluation system. Reports and other persons related to this area feel that the recommendation will pass and a state-wide testing law result from the recommendation. Should the program be accepted, it will probably cost the state over $1.2 million per year.

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[1] *Ibid.*

Section 5

STUDENT INFORMATION RECORD SYSTEM (SIRS) PROJECT

In a report, Dr. Henry C. Fox, director of the Florida SIRS project, stated that the project should demonstrate, on a four-county basis, the effectiveness of a state-wide system for electronic storage and retrieval of student data which is often needed to solve educational problems. Specifically the system should demonstrate:

1. The value of a state-wide system with a uniform coding for identifying and organizing data.
2. An automatic referral system based on analysis of data according to predetermined criteria.
3. Improvement of guidance services through the use of accurate, complete, and timely information.
4. Provision for individual identification of student needs and progress.
5. Improvement of curriculum, methods, and/or materials based on factual data.
6. Improved scheduling and placement practices.
7. Measurement of the effectiveness of improvements.[1]

Objectives of the SIRS project were:

1. To compare cost and efficiency factors for various methods of obtaining, recording and updating data using keypunch, optical readers and direct input from on-line terminals.
2. To develop parameters to use computers for automatic referral of individuals or groups needing special attention.
3. To produce information leading to improved practices in curriculum, placement, grouping, scheduling, and financing.
4. To develop the means to exchange data electronically, between schools, counties, universities, and the State Department of Education.[2]

Each of the four counties selected, Dade, Sarasota, Pinellas, and Hillsborough, were to develop a system appropriate to their size for collecting, updating, and retrieving data. Furthermore, each county was to be able to produce three records:

1. Florida Student Report.
2. Linear Student Record for Automated Systems.
3. Florida Student Cumulative Report.[3]

Figure 3 is a PERT net work of the SIRS project, and delineates the major activities which have taken place to date. The map in Figure 4 shows the counties that had computers in 1967, and is offered for purposes of comparison. Florida's schools were relatively well off in computer hardware in 1967, and at present only a few of the counties in the state do not have access to a computer.

Whether or not the state will implement the system which resulted from the SIRS project is another question. Unfortunately, it is very likely to shelve the SIRS material, software and all. This reluctance does not stem from weaknesses in the system, as all phases were successful, but rather from the fact that there is (1) a storage problem; (2) a shortage of personnel to implement the system properly; and (3) a lack of funds to cover the expense. In short, the resource commitment for a state-wide system is just too great.

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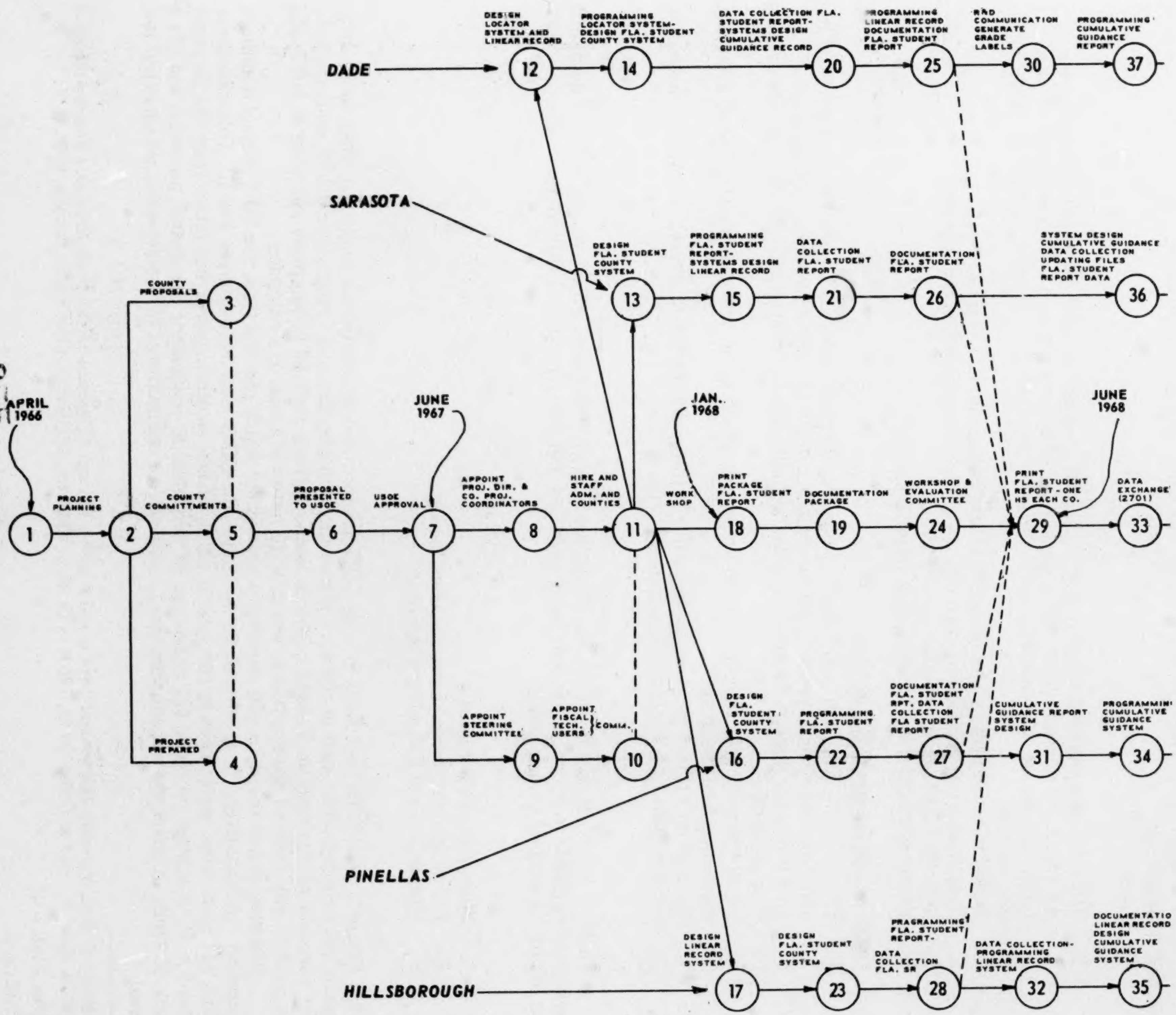
[1] Henry C. Fox, *Improved Educational Services and Practices through Utilization of Electronic Records*, a progress report of SIRS, June 15, 1967 to December 21, 1967, to Dr. E. L. Whigham, SPI, Dade County Public Schools, 1968, p. 1

[2] Fox, *Ibid.*, p. 2

[3] *Ibid.*, p. 4.


APRIL 1966
PROJECT PLANNING
COUNTY PROPOSALS
COUNTY COMMITTMENTS
PROJECT PREPARED
PROPOSAL PRESENTED TO USOE
USOE APPROVAL
JUNE 1967
APPOINT PROJ. DIR. & CO. PROJ. COORDINATORS
APPOINT STEERING COMMITTEE
APPOINT FISCAL TECH. USERS } COMM.
HIRE AND STAFF ADM. AND COUNTIES
DADE
SARASOTA
PINELLAS
HILLSBOROUGH
DESIGN LOCATOR SYSTEM AND LINEAR RECORD
PROGRAMMING LOCATOR SYSTEM-DESIGN FLA. STUDENT COUNTY SYSTEM
DATA COLLECTION FLA. STUDENT REPORT-SYSTEMS DESIGN CUMULATIVE GUIDANCE RECORD
PROGRAMMING LINEAR RECORD DOCUMENTATION FLA. STUDENT REPORT
RAD COMMUNICATION GENERATE GRADE LABELS
PROGRAMMING CUMULATIVE GUIDANCE REPORT
DESIGN FLA. STUDENT COUNTY SYSTEM
PROGRAMMING FLA. STUDENT REPORT-SYSTEMS DESIGN LINEAR RECORD
DATA COLLECTION FLA. STUDENT REPORT
DOCUMENTATION FLA. STUDENT REPORT
SYSTEM DESIGN CUMULATIVE GUIDANCE DATA COLLECTION UPDATING FILES FLA. STUDENT REPORT DATA
JAN. 1968
WORK SHOP
PRINT PACKAGE FLA. STUDENT REPORT
DOCUMENTATION PACKAGE
WORKSHOP & EVALUATION COMMITTEE
PRINT FLA. STUDENT REPORT-ONE HS EACH CO.
JUNE 1968
DATA EXCHANGE (2701)
DESIGN FLA. STUDENT COUNTY SYSTEM
PROGRAMMING FLA. STUDENT REPORT
DOCUMENTATION FLA. STUDENT RPT. DATA COLLECTION FLA STUDENT REPORT
CUMULATIVE GUIDANCE REPORT SYSTEM DESIGN
PROGRAMMING CUMULATIVE GUIDANCE SYSTEM
DESIGN LINEAR RECORD SYSTEM
DESIGN FLA. STUDENT COUNTY SYSTEM
PRAGRAMMING FLA. STUDENT REPORT-DATA COLLECTION FLA. SR
DATA COLLECTION-PROGRAMMING LINEAR RECORD SYSTEM
DOCUMENTATIO LINEAR RECORD DESIGN CUMULATIVE GUIDANCE SYSTEM
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
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21
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34
35
36
37

Figure 3

SIRS PROJECT

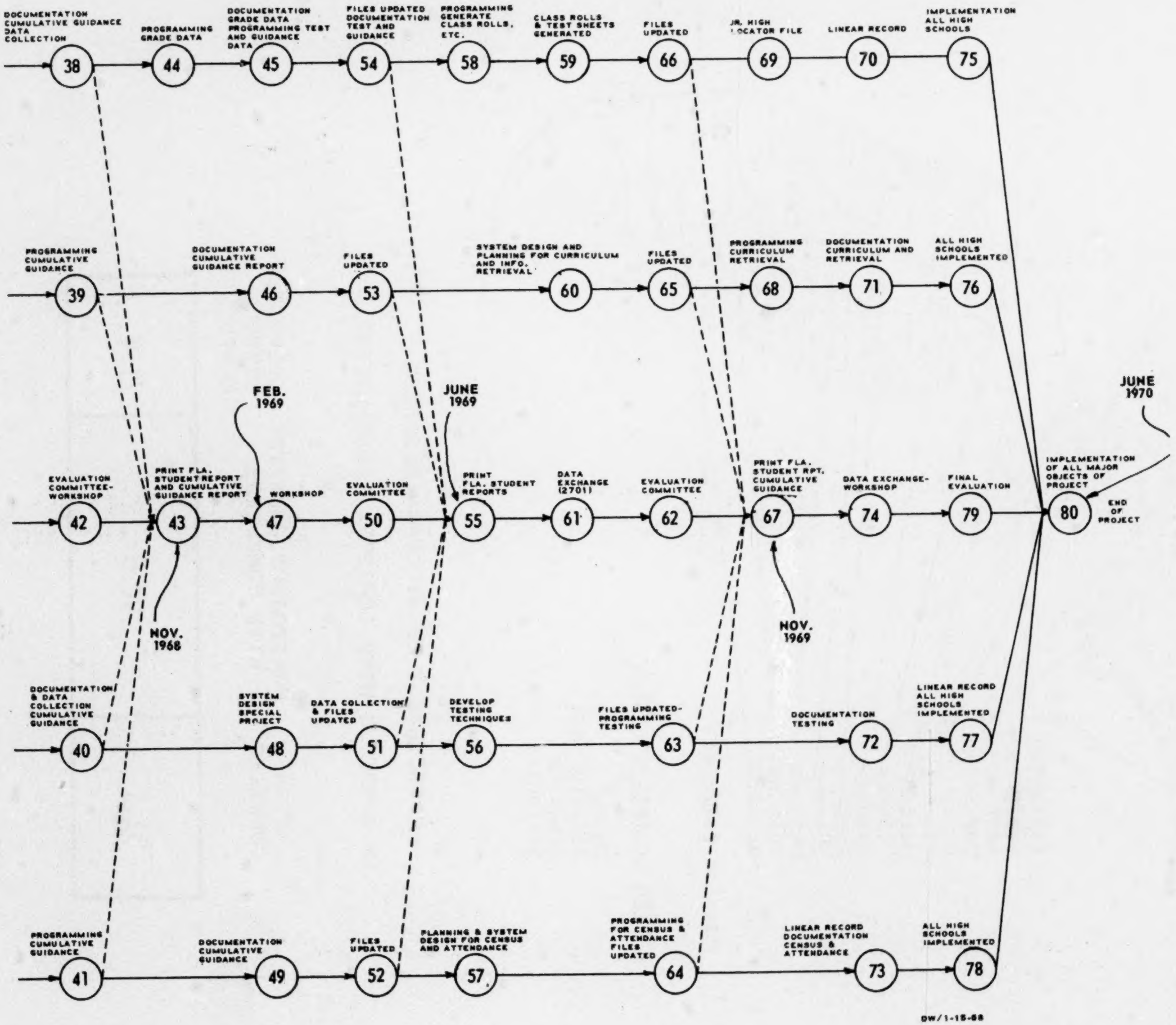
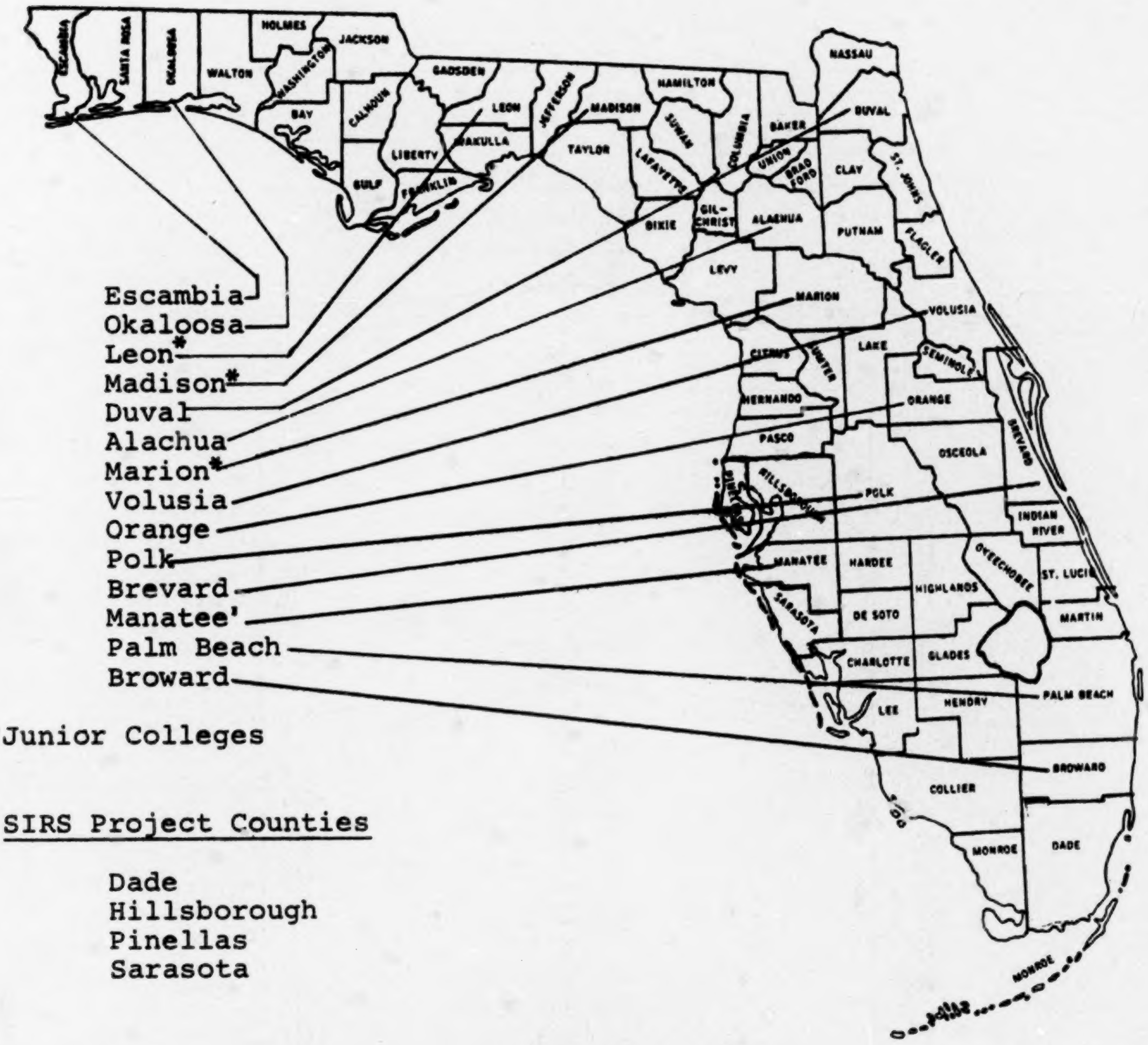

DOCUMENTATION CUMULATIVE GUIDANCE DATA COLLECTION
38
PROGRAMMING GRADE DATA
44
DOCUMENTATION GRADE DATA PROGRAMMING TEST AND GUIDANCE DATA
45
FILES UPDATED DOCUMENTATION TEST AND GUIDANCE
54
PROGRAMMING GENERATE CLASS ROLLS, ETC.
58
CLASS ROLLS & TEST SHEETS GENERATED
59
FILES UPDATED
66
JR. HIGH LOCATOR FILE
69
LINEAR RECORD
70
IMPLEMENTATION ALL HIGH SCHOOLS
75
PROGRAMMING CUMULATIVE GUIDANCE
39
DOCUMENTATION CUMULATIVE GUIDANCE REPORT
46
FILES UPDATED
53
SYSTEM DESIGN AND PLANNING FOR CURRICULUM AND INFO. RETRIEVAL
60
FILES UPDATED
65
PROGRAMMING CURRICULUM RETRIEVAL
68
DOCUMENTATION CURRICULUM AND RETRIEVAL
71
ALL HIGH SCHOOLS IMPLEMENTED
76
EVALUATION COMMITTEE-WORKSHOP
42
PRINT FLA. STUDENT REPORT AND CUMULATIVE GUIDANCE REPORT
43
NOV. 1968
FEB. 1969
WORKSHOP
47
EVALUATION COMMITTEE
50
JUNE 1969
PRINT FLA. STUDENT REPORTS
55
DATA EXCHANGE (2701)
61
EVALUATION COMMITTEE
62
PRINT FLA. STUDENT RPT. CUMULATIVE GUIDANCE
67
NOV. 1969
DATA EXCHANGE-WORKSHOP
74
FINAL EVALUATION
79
JUNE 1970
IMPLEMENTATION OF ALL MAJOR OBJECTS OF PROJECT
80
END OF PROJECT
DOCUMENTATION & DATA COLLECTION CUMULATIVE GUIDANCE
40
SYSTEM DESIGN SPECIAL PROJECT
48
DATA COLLECTION & FILES UPDATED
51
DEVELOP TESTING TECHNIQUES
56
FILES UPDATED-PROGRAMMING TESTING
63
DOCUMENTATION TESTING
72
LINEAR RECORD ALL HIGH SCHOOLS IMPLEMENTED
77
PROGRAMMING CUMULATIVE GUIDANCE
41
DOCUMENTATION CUMULATIVE GUIDANCE
49
FILES UPDATED
52
PLANNING & SYSTEM DESIGN FOR CENSUS AND ATTENDANCE
57
PROGRAMMING FOR CENSUS & ATTENDANCE FILES UPDATED
64
LINEAR RECORD DOCUMENTATION CENSUS & ATTENDANCE
73
ALL HIGH SCHOOLS IMPLEMENTED
78
DW/1-15-68

Figure 4

FLORIDA COUNTIES WITH COMPUTERS


ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
WASHINGTON
JACKSON
BAY
CALHOUN
GULF
LIBERTY
GADSDEN
FRANKLIN
WAKULLA
LEON
JEFFERSON
MADISON
TAYLOR
HAMILTON
SUWANEE
LAFAYETTE
COLUMBIA
BAKER
NASSAU
DUVAL
UNION
BRADFORD
CLAY
ST. JOHNS
DIXIE
GIL-CHRIST
ALACHUA
PUTNAM
FLAGLER
LEVY
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
HERNANDO
ORANGE
PASCO
BREVARD
OSCEOLA
HILLSBOROUGH
PINELLAS
POLK
INDIAN RIVER
MANATEE
HARDEE
OKEECHOBEE
ST. LUCIE
HIGHLANDS
SARASOTA
DE SOTO
MARTIN
CHARLOTTE
GLADES
PALM BEACH
LEE
HENDRY
BROWARD
COLLIER
MONROE
DADE
MONROE

Escambia
Okaloosa
Leon*
Madison*
Duval
Alachua
Marion*
Volusia
Orange
Polk
Brevard
Manatee'
Palm Beach
Broward

*Junior Colleges

SIRS Project Counties

Dade
Hillsborough
Pinellas
Sarasota

PERCENTAGE OF STUDENTS ENROLLED

IN COUNTIES WITH COMPUTER CAPABILITIES

SIRS COUNTIES	NONPROJECT COUNTIES WITH COMPUTERS	COUNTIES WITHOUT COMPUTERS
31.1	47.5	21.4
393,427	600,370	268,514

Section 6

ACTIVITIES IN ESTABLISHING A PLANNED PROGRAM BUDGETING SYSTEM (PPBS)

Florida's commitment to an integrated PPB System is undeniable; the intent has been clearly delineated in three pieces of legislation:

1. The state planning law, which provided for the formal annual development of the Florida State Six-Year Plan, for the articulation of the goals and objectives of state government, for the projected, quantified annual accomplishments and financial schedules for each of the six years in each program area, and for the formal adoption by the Governor, as the chief planning officer of the state, of each of these.
2. Legislation requiring the Auditor General of the state to begin performance audits of all state operations. This obviously requires each department of the state to establish criteria for evaluation of its programs' effectiveness in order for the Auditor General to certify actual accomplishment compared with planned, budgeted, or anticipated accomplishment.
3. The reorganization act of 1969, which lists as the responsibility of the head of every department a requirement that he "compile annually a comprehensive *program* budget covering such period as may be required, reflecting all program and fiscal matters relating to the operation of his department and each program, subprogram, and activity therein and such other matters as may be required by law."[1]

Section 23.014 (2) of the state planning statute, for example, provides that:

> Upon request of the department of administration, each state agency shall annually file with the department its plan for each program under its jurisdiction to be undertaken or executed for the next six years. The plan shall include a full explanation of the need and justification for each program, its relationship to other similar programs being carried out by state, local, Federal or private agencies, the annual anticipated accomplishment of each program over the [next] six years as is feasible. The judiciary and the legislature are specifically excluded from this requirement. The planning and budget director shall submit to the secretary recommendations for the annual development programs based on the information submitted by each state agency and his analysis of developmental needs and requirements.

Sections 216.023 and 216.031 of the budgeting statute provide the following:

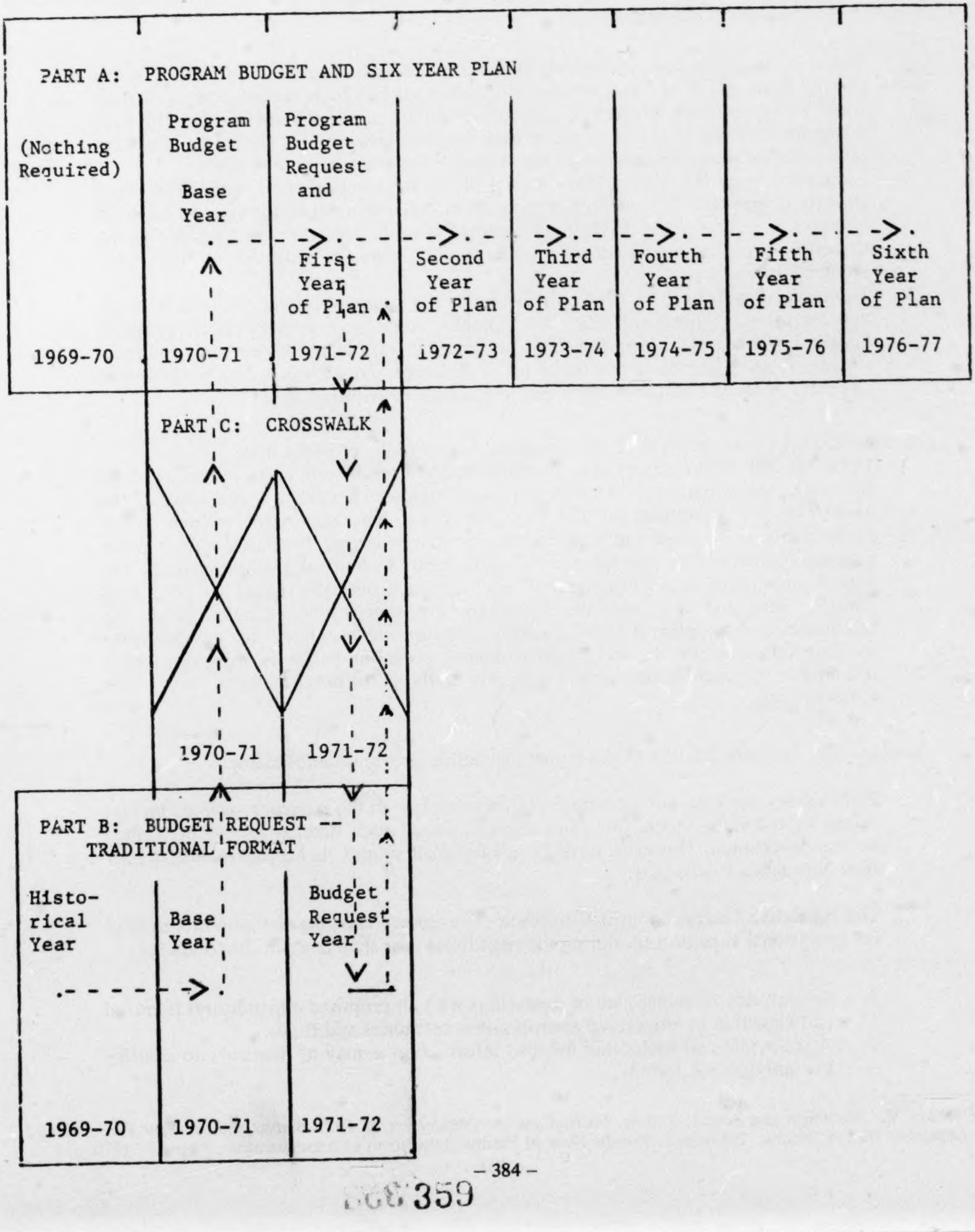
> Each agency shall submit an annual legislative budget to the governor, as chief budget officer of the state, in the form and manner, and at such time, as may be prescribed by the department. However, no state agency shall submit its legislative budget later than November 1 each year.
>
> The legislative budget submitted by each state agency showing the amounts needed for operational expenditures during the next fiscal year shall contain the following:
>
> 1. A complete financial plan of operations with all proposed expenditures itemized and classified by prescribed appropriation categories and funds.
> 2. A statement and such other detailed information as may be necessary to identify the amounts requested:

---

[1] **Wallace W. Henderson and Samuel Tucker, *Instructions for Preparation of 1971 Budget and Six-Year Plan and 1971 Legislative Budget Request*, Tallahassee, Florida: State of Florida Department of Administration, August 5, 1970, p. 1**

Figure 5

FLORIDA'S PLAN FOR A STATE-WIDE PPB SYSTEM


PART A: PROGRAM BUDGET AND SIX YEAR PLAN
(Nothing Required)
Program Budget Base Year
Program Budget Request and
First Year of Plan
Second Year of Plan
Third Year of Plan
Fourth Year of Plan
Fifth Year of Plan
Sixth Year of Plan
1969-70
1970-71
1971-72
1972-73
1973-74
1974-75
1975-76
1976-77
PART C: CROSSWALK
1970-71
1971-72
PART B: BUDGET REQUEST -- TRADITIONAL FORMAT
Historical Year
Base Year
Budget Request Year
1969-70
1970-71
1971-72

    a. To continue current programs.
    b. To improve existing programs.
    c. For proposed new programs.
3. A complete itemized list of estimated revenues to be collected, classified by sources of revenue and funds.
4. A copy of the balance sheet for the prior fiscal year and such other financial statements, schedules, and reports as may be required pursuant to law or as may be prescribed by the department.

Figure 6

PROGRAM STRUCTURE FOR FLORIDA'S PPB SYSTEM

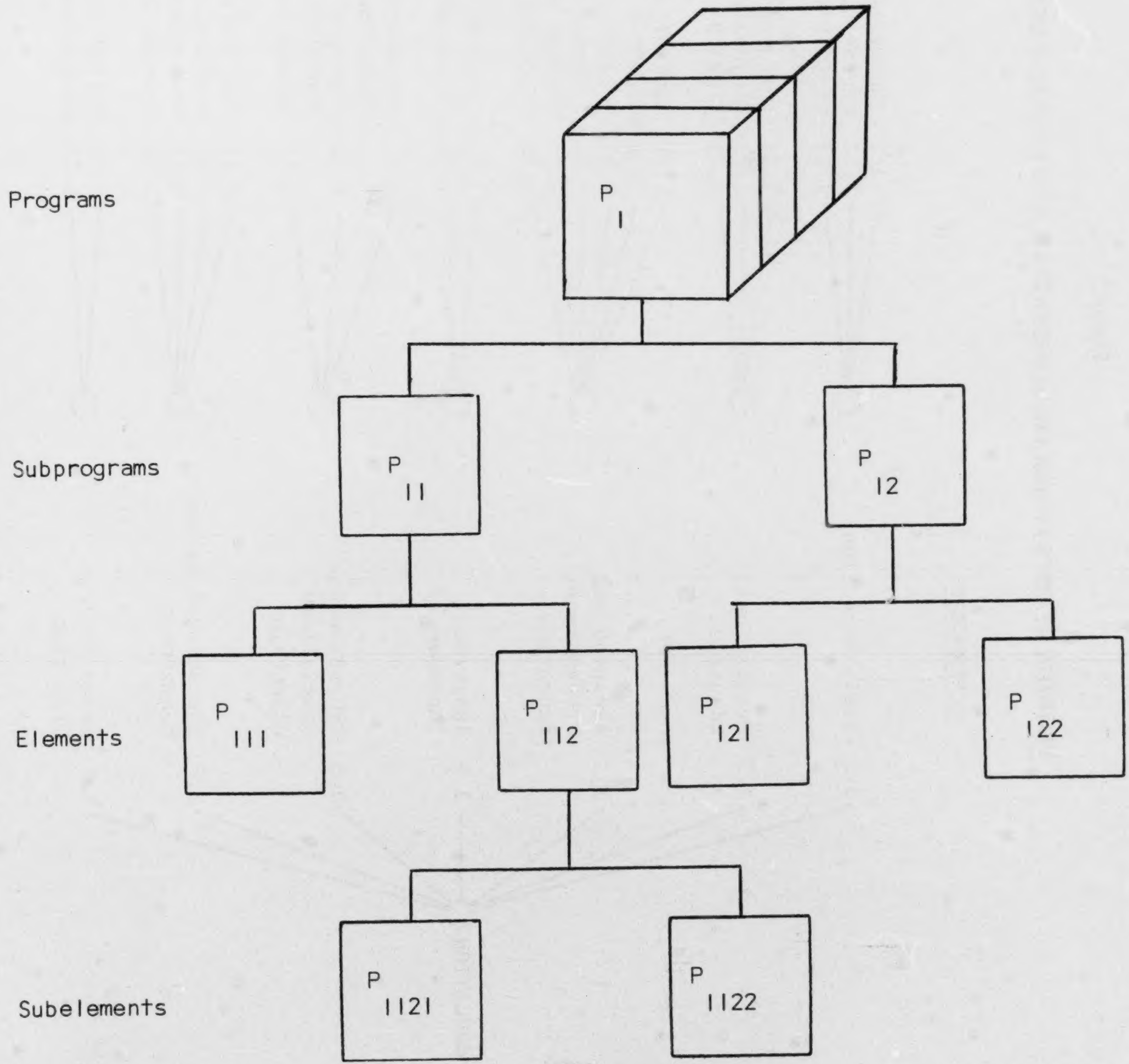
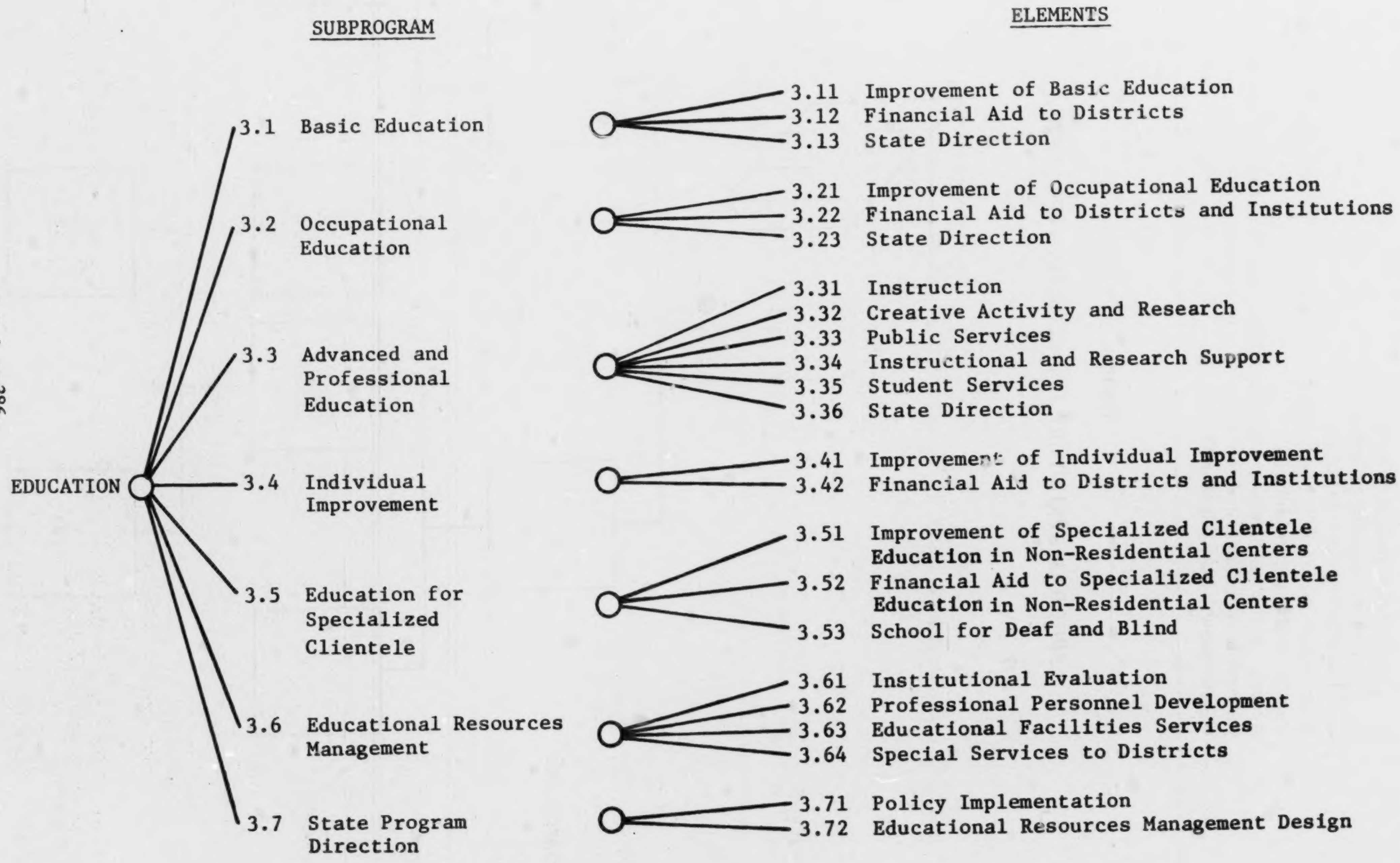

Programs
P 1
Subprograms
P 11
P 12
Elements
P 111
P 112
P 121
P 122
Subelements
P 1121
P 1122

Figure 7

FLORIDA STATE'S PROGRAM, SUBPROGRAM AND ELEMENT BREAKDOWN


SUBPROGRAM
ELEMENTS
EDUCATION
3.1 Basic Education
3.11 Improvement of Basic Education
3.12 Financial Aid to Districts
3.13 State Direction
3.2 Occupational Education
3.21 Improvement of Occupational Education
3.22 Financial Aid to Districts and Institutions
3.23 State Direction
3.3 Advanced and Professional Education
3.31 Instruction
3.32 Creative Activity and Research
3.33 Public Services
3.34 Instructional and Research Support
3.35 Student Services
3.36 State Direction
3.4 Individual Improvement
3.41 Improvement of Individual Improvement
3.42 Financial Aid to Districts and Institutions
3.5 Education for Specialized Clientele
3.51 Improvement of Specialized Clientele Education in Non-Residential Centers
3.52 Financial Aid to Specialized Clientele Education in Non-Residential Centers
3.53 School for Deaf and Blind
3.6 Educational Resources Management
3.61 Institutional Evaluation
3.62 Professional Personnel Development
3.63 Educational Facilities Services
3.64 Special Services to Districts
3.7 State Program Direction
3.71 Policy Implementation
3.72 Educational Resources Management Design

As indicated in Florida's plan for a state-wide PPBS (see Figure 5), the Department of Administration, Division of Planning and Budgeting, has adopted a schedule which requires the development of the system over a six-year span covering 1971-77. The first program budget will be developed for recommendation to the 1971 legislature for application to fiscal year 1971-72. It is intended that the complete six-year plan indicate accomplishments for each of the six years.

The term "program structure" suggests a whole built up of subcomponents. In Florida's approach to a PPBS the program structure is conceived as a pyramid which descends from general activities to specifics. Figure 6 represents the components or breakdown of this program.

Figure 7[1] shows the actual breakdown used in the state's PPBS for Program (Education). The subelements not shown in Figure 7 are presented in Table 4[2]. The subelements in Table 4 are for the element, Improvement of Basic Education, which is element 3.11 in Figure 7.

Table 4

SUBELEMENTS FOR IMPROVEMENT OF BASIC EDUCATION – ELEMENT 3.11

3.111	Early Childhood
3.112	Elementary
3.113	Art
3.114	Driver Education
3.115	English Language Arts
3.116	Foreign Language
3.117	Health, Physical Education, Recreation
3.118	Mathematics
3.119	Music
3.11a	Science
3.11b	Social Science
3.11c	Conservation and Environmental Education
3.11d	Adult General Education
3.11e	Library/Media
3.11f	Guidance
3.11g	School Health
3.11h	Food and Nutrition
3.11i	Transportation
3.11j	Student Activities
3.11k	Community School Services
3.11l	Local Administration

Nine programs, in addition to education, have been identified, and each program has been subdivided into its components in a way similar to that illustrated for education. The nine other state programs are as follows:

Business agriculture and consumer services; crime prevention and CTL; health, manpower, and employment; natural resources; recreation and culture; social and rehabilitative services; transportation; and government direction and support.

Perhaps the most crucial component of Florida's Plan (see Figure 5) is the activity labeled "Crosswalk." The term "crosswalking" can best be defined as "translating," for it simply implies that activities and costs, etc., in the traditional budget are translated into subelements, etc., in the new program budget. The state feels that the crosswalk activity is necessary as:

> the State of Florida program structure is not constrained by organizational boundaries. Accordingly, in many instances, organizational resources will be used to support the objectives of two or more subelements. Since all resources currently are allocated to organizational activities, and not to subelements, it is necessary to compute precise operating requirements first on the basis of organizational activity. After requirements have been determined on a direct basis by organization, the total requirements can then be converted by this process called "Crosswalking" to the subelements that will be the ultimate recipient of the organization's resources.[3]

---

[1] Division of Planning and Budgeting, *Tentative State Program Structure* (Tallahassee, Florida: Department of Administration, August, 1970), p. 3-8

[2] *Ibid.*, p. 3-1

[3] Henderson and Tucker, *op. cit.*, p. 61

Florida's involvement in PPB Systems analysis and consideration has not consisted solely of conceptualization without experimentation. On the contrary, Florida has two nationally known on-going projects in PPBS. These are the Dade County PPB System Project, and the University School PPB System Project at Florida State University, Tallahassee.

The Dade County PPB Project was designed to investigate the feasibility and resource commitments for a PPBS at the county level[1]; the University School project was designed to examine similar aspects at the individual course level within a school. Both projects are evaluation-oriented, particularly the University School project, which is directed at answering, among others, the following questions:

1. How well are current programs doing?
2. Are current programs achieving the goals set for the school?

These two projects, if successful, are to serve as models for the public schools of Florida.

To date, both of the above projects can be considered successful; moreover, they are both still on target. The University School PPB System Project was successful enough to warrant continued support. While last year's efforts involved only K-12 mathematics, this year the project will involve the entire curriculum in the PPB model. The model developed for math K-12 will be used with the other programs in the school system. If this year's project is successful, the model will warrant consideration for state-wide implementation.

Florida is well on its way to having one of the finest PPB Systems in the nation. The Florida University School Study, for example, is one of the finest examples of a semi-PPBS which will effect and permit cost-effectiveness analysis at the individual school level. Furthermore, the state is well aware of the need to collapse, i.e. consolidate, data as one moves up the hierarchy of program-school-county-state. Although far from the mark, it appears as though Florida will, within the next seven years, probably be nearer than most states to having a PPB System which is actually implemented on a state-wide basis.

---

[1] *Management Systems in the Dade County Public Schools*, Miami, Florida: Dade County Public Schools, November 18, 1969

Section 7

MANAGEMENT INFORMATION SYSTEMS CONCEPTS

The State of Florida has long been interested in the concept of a Management Information System (MIS). The state's position was made very clear when the Florida Legislature mandated in Senate Bill 70-X(68) that:

> Among the priority programs which shall be expanded immediately is the management information system necessary to assist the state superintendent, the state board of education and legislature in determining the status and needs of education and to establish educational policies.
>
> The state superintendent shall utilize all appropriate modern management tools, techniques, and practices which will cause the state's educational program to be more effective and which will provide the greatest economies in the management and operation of the state's system of education.
>
> Some target areas which shall receive immediate priority shall be business management, purchasing practices, financial accounting, development of long-range planning, exceptional accounting techniques, school plant maintenance, cooperative activities in multi-county agreements, idle fund investment and staff development.
>
> The state superintendent shall report to the 1969 session of the legislature the activities undertaken, the stage of development of that time, the progress made and recommendations for furthur improvements.

Part of the $250,000 appropriated for the MIS went to set up workshops to develop guidelines for the system. The group undertaking this project was The Florida Association of Educational Data Systems (FAEDS).

A recent document prepared by FAEDS, states that:

> The lack of factual information on which to make decisions is among the most serious deficiencies in education. Conscientious educators, boards of education, and top-level government decision makers want to improve education, but do not always have the facts on which to act intelligently . . . Much valuable information is being collected, recorded, and reported now at all levels on education. It is often buried in files, however, and not made available in useful form to the right people at the right time–if at all.[1]

The information referred to above might well be that which is presently available through the Florida State Department of Education Information Systems Section. This information system, as such, consists of five domains of interrelated data, procedures, and activities: pupil data, teacher data, facilities data, instructional material data, and financial data.[2] The system cannot, however, be used as a support system for any kind of evaluation or assessment. What is needed, according to the FAEDS study, is a system which yields speedy, accurate, current information relevant to the following questions:

---

[1] FAEDS, *A Plan for the Establishment of a State-wide Educational Information Management System*, a report to Floyd T. Christian, Commissioner of Education (Tallahassee, Florida: FAEDS, March 1969), p. 1.

[2] For a further description see: *Activities Summary of Information System* (Tallahassee, Florida: State Department of Education, 1968).

Personnel

What is the rate of teacher turnover state-wide and at each educational institution?

What percentage of faculty effort is expended on instruction, research, counseling, administration, and other professional services?

Students

What is the pattern of high school dropouts in various communities?

What vocational opportunities exist within the state for students who enroll in the various vocational programs?

What are the enrollment projections for the next decade?

Finance

What are the capital outlay costs per full-time equivalent student at each level of education?

What is the functional distribution of expenditures for education in the State of Florida (instruction, administration, student services, research, etc.)?

Facilities

To what extent are the educational plant facilities being utilized in the evenings, weekends, and summer months?

How many classes are being held in substandard facilities?

Programs

How many five-year-old children live in areas where public kindergarten is not available?

What relationship exists between reading level and the student dropout rate?

How many exceptional children have been identified in Florida and what special provisions have been made for their education?

Community

To what extent are public school buildings being used after hours for community activities?

What effect does the influx of tourists and migrant workers have on the educational program?[1]

---

[1] **FAEDS, *op. cit.*, p. 2**

Figure 8

CONCEPTUALIZATION FOR DATA FLOW WITHIN THE FLORIDA EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

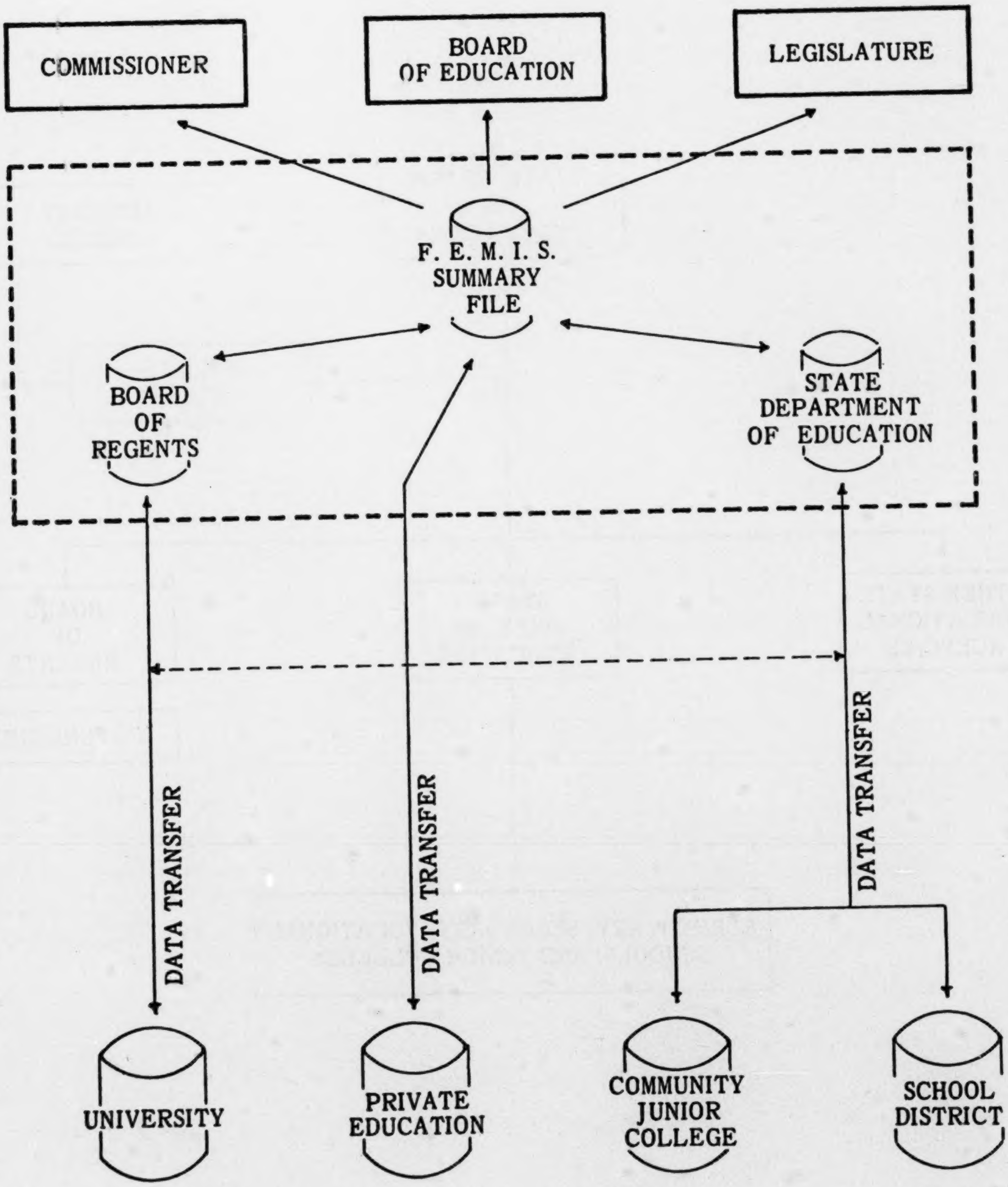
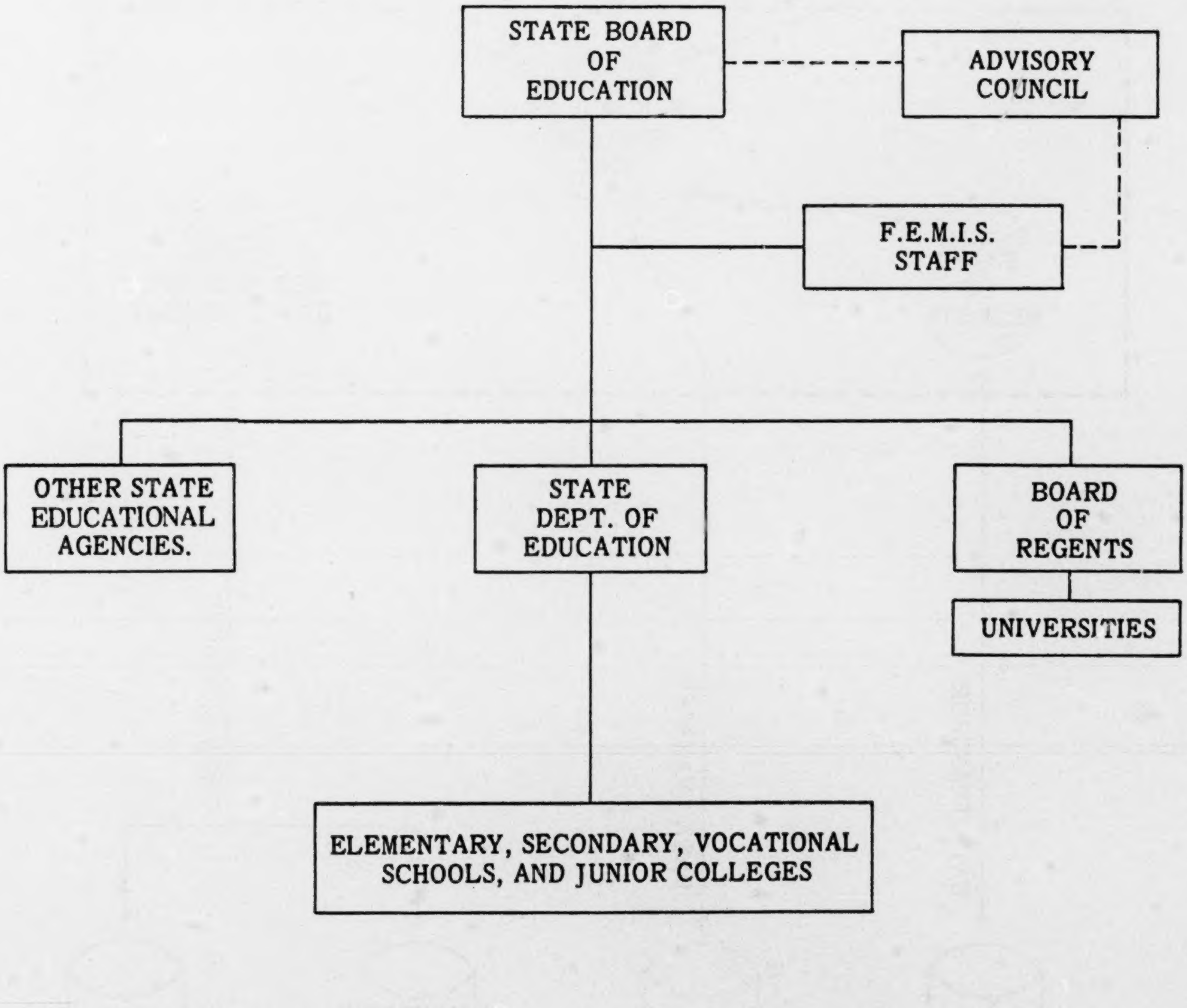

COMMISSIONER
BOARD OF EDUCATION
LEGISLATURE
F. E. M. I. S. SUMMARY FILE
BOARD OF REGENTS
STATE DEPARTMENT OF EDUCATION
DATA TRANSFER
DATA TRANSFER
DATA TRANSFER
UNIVERSITY
PRIVATE EDUCATION
COMMUNITY JUNIOR COLLEGE
SCHOOL DISTRICT

Figure 9

PROPOSED ORGANIZATIONAL CHART*


STATE BOARD OF EDUCATION
ADVISORY COUNCIL
F.E.M.I.S. STAFF
OTHER STATE EDUCATIONAL AGENCIES.
STATE DEPT. OF EDUCATION
BOARD OF REGENTS
UNIVERSITIES
ELEMENTARY, SECONDARY, VOCATIONAL SCHOOLS, AND JUNIOR COLLEGES

---

*Although private education is not shown, its needs must be recognized by the staff in development of the system.

The FAEDS study group arrived at the conclusion that the state needed an organized arrangement for supplying needed information to decision makers at various levels. The proposed organization, The Florida Educational Management Information System (FEMIS) is shown in Figure 8.[1] Figure 9[2] shows where such an organization would fit within the state educational organization.

Although treated separately almost all of the activities and projects discussed thus far in the report are in some way related to the MIS concept. One project however, which cannot be separated from its concept, is the state's involvement in the Belmont Project.[3]

The general purpose of the Belmont group is to examine ways to effect meaningful evaluation. The evaluation efforts to date have been relative only to Federally funded programs. Florida, being progressive, is one of the states participating in the project. "The joint agreement between the Chief Council of State School Officers (CCSSO) and the USOE (United States Office of Education) called for joint development by USOE and state representatives of a new comprehensive system, to evaluate Federally supported elementary and secondary education programs."[4] Further, the agreement between CCSSO and USOE consisted of three major components:

1. Developing and installing a common survey system designed to meet the basic and common management information requirements of the Office of Education and the states.
2. Developing and installing a long-range program of collecting and using general evaluative information for elementary and secondary education.
3. Developing and installing pilot training programs for evaluation personnel in Federal, state, and local education agencies.[5]

The first survey of elementary school pupils, which was designed to gather specific data about pupils and their progress, was sent out to a nationally representative sample of approximately 850 school districts. To this total, Florida contributed 18 school districts. Information from the survey will be collected and analyzed as it relates:

> 1. To the sampled school districts; 2. To samples of elementary schools in the 850 districts; 3. To second-, fourth-, and sixth-grade teachers in the sampled schools; and 4. To a sample of pupils in each of the teacher's classes. A similar system is being designed for installation in secondary schools during the spring of 1971.[6]

Out of the $9 million which Congress has allotted for evaluation programs, $2.5 million (or thereabouts) has been set aside for the Belmont effort at the national level and approximately $5 million will be distributed to the 50 states for their participation. Floyd Christian, Florida's Commissioner of Education, has indicated that Florida will use a portion of its allotment to support its involvement in Belmont. The remaining funds will be used to support the state's other evaluation activities.

The pertinent questions to be considered for any evaluation system are:

1. What are the objectives to be evaluated?
2. What minimum amount of information is needed to be gathered in order that the objectives may be evaluated?

---

[1] *Ibid.*, p. 7

[2] *Ibid.*, p. 9

[3] The Belmont Group was established in January 1969 to conduct research on meaningful evaluation techniques on the national level. Florida is one of the 17 states participating. James Impara, Research Associate in the DOE is perhaps most active in this area and interested persons should contact him for further information about the project and the state's involvement.

[4] James C. Impara, "Improve Education Through Evaluation," *Florida Schools*, Vol. 32:5, May-June, 1970, p. 26.

[5] *Ibid.*, p. 27.

[6] *Ibid.*, p. 28.

3. What form should the information be stored in for the most efficient retrieval and processing?
4. What processes need to be developed in order to manipulate the data into the desired information and format?
5. Does the Management Information System adequately serve the needs and objectives of the current users?

The Belmont project should provide the State of Florida and other states with a model which can be easily generalized.

The DOE in the State of Florida is well aware of the need to modify its approach to management. It is further aware that it needs a support system within the department that would:

1. Consolidate data collection and storage.
2. Facilitate efficient retrieval.
3. Permit simulation for planning purposes.
4. Provide data relevant to a cost-analysis system.

The progress rate of Florida's activities in the Belmont Group should be viewed as a component of the MIS, appears to exceed the development of the MIS concept. Thus, it appears as though Florida has yet to grasp the concept of the MIS. This is not the fault of individuals within the state educational system, but rather of the system itself. The Florida State Department of Education is not lacking educational data. The problem is, however, that data do not constitute information. Moreover, having too much data is sometimes worse than having too little. Existing data must also be integrated and related to the evaluation of predetermined objectives and/or decisions. Until those in the state see the need for an MIS and give it as the highest priority for any assessment and evaluation system, the MIS concept may continue to slumber.

Section 8

ACCREDITATION

In 1963 Florida adopted accreditations standards designed to improve education in the state. Since then the state has sought further improvement through the development of new educational concepts and the continuous search for innovative procedures. Such programs as the testing program and the Planned Program Budgeting System, outlined above, have already been initiated statewide. Furthermore, local school districts throughout the state have been experimenting with differentiated staffing, middle schools, and total staff development. Thus continued evaluation, which is the main ingredient in any effective accreditation program, is contributing to Florida's rate of educational progress.

A revision of the state accreditation standards was undertaken in Florida in 1966 by the State Department of Education; the committees were composed of representatives of the DOE, district staffs, school staffs, college staffs, laymen, and students.[1] During the 1968-69 school year the proposed revised standards were tested in a pilot study, and the results have been compiled. The study involved 370 schools in 63 counties and 38 of the 63 county offices. Copies of the proposed standards were also sent to every college, university, elementary and secondary school, and county offices within the state for study and comment.

On the basis of the data gathered from the pilot study, Commissioner Christian recommended:

1. That the *Proposed Accreditation Standards for Florida Schools,* 1968-69 be revised on the basis of the pilot study and reprinted for 1969-70.
2. That this revised set of standards be utilized via data processing procedures in a pilot study in *all* public elementary and secondary schools in the State of Florida during the 1969-70 school year.
3. That the classification of all schools involved in this pilot study be frozen unless the school wishes to show improvement in its accreditation classification (if a school wishes to improve its classification, reports for the 1963 standards must also be completed).
4. That following the pilot study involving all public schools during the 1969-70 school year, the standards be revised, adopted by the State Board of Education, reprinted and implemented as official regulations for the 1970-71 school year.
5. That a pilot visitation program (committee and SDE staff) be conducted during the 1969-70 school year.
6. That county superintendents and principals encourage the development of performance or behavioral objectives necessary for the implementation of the evaluation process required in the accreditation program. This will be necessary during the rest of the 1968-69 school year, summer of 1969, and throughout the 1969-70 school year.[2]

The proposed accreditation standards used for the 1968-69 pilot study were revised and used in the 1969-70 school year in a pilot study which involved all county personnel, elementary, secondary and otherwise. In preparation for the 1969-70 expanded pilot study county and school staff were involved in developing plans for the following:

1. Strategy for involving all personnel in the evaluation process.
2. The training of key leadership personnel in developing, adapting, or adopting measurable performance or behavioral objectives.

---

[1] Persons should contact Lee Roberts, Director School Accreditation, State Department of Education, Tallahassee, Florida, for further information on the committee organization.

[2] Division of Teacher Education, Certification and Accreditation, *The Accreditator*, 7, No. 3 (April 1969), p. 3

3. The training of key leadership personnel in the design and utilization of the latest measurement techniques dealing with formulative evaluation within the teaching-learning situation.
4. The strategy for utilizing trained personnel, as an outgrowth of items 2 and 3, in training other personnel.
5. The development, adaptation, or adoption of objectives that fulfill the accreditation standards, and goals and philosophy of the county (the inclusion of standards limits the objectives needed for the institution's evaluation).
6. The strategy for applying the objectives on product and process (developed, adapted or adopted by the school) and the status standards within the ongoing teaching-learning situation as an evaluative process.
7. The collection of the data for analysis and synthesis in performing next steps and completing reports (school, county, and state-wide).
8. The means of implementing next steps (the changes necessary as substantiated by evidence accumulated in the evaluation process to bring about improvement of the teaching-learning process in order to meet the goals and objectives established). [1]

The data gathered from the 1969-70 pilot study concerning the proposed accreditation standards, were used to validate and revise the existing standards.[2]

During the 1970-71 school year the 1969-70 pilot study will be continued. The participants in the study will continue to develop the components of a system for evaluating their program and service. The 1970-71 evaluation system is expected:

1. To refine evaluation program being utilized by the districts and schools.
2. To demonstrate staff proficiency in recognizing, selecting, writing, and utilizing performance objectives appropriate to student and staff needs.
3. To define performance objectives appropriate to the needs of students and staff.
4. To construct, select and validate usable evaluative instruments and techniques.
5. To utilize objectives developed to plan activities, method of instruction on a trial basis.
6. To adjust and revise objectives to fit goals of state, district, and school; standards; a learning taxonomy; and the results of a trial evaluation.[3]

Florida's proposed accreditation standards are a step in the right direction. The report process appears to be effective and easily managed by even the smallest schools. This is particulary important today, as the smaller school systems tend to be without educational data processing equipment. As a result, they tend to be put at a disadvantage by any system which relies heavily upon such equipment.

The accreditation program is well ahead of Florida's other activities in terms of development; it appears that it will be almost completely debugged and ready for implementation by late 1971.

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[1] *Ibid.*, p. 24

[2] The revised standards are in the process of being documented.

[3] Bureau of Teacher Education, Certification, and Accreditation, *The Accreditor*, 9, No. 1 (1970-71), p. 2.

Section 9

SUMMARY AND CONCLUSIONS

Florida's efforts in the field of evaluation and accountability make it one of the leading states in this area.

Two of the state's strongest points are:

1. Its insistance at almost all levels that activities which enhance crosswalking take place.
2. Its insistance that programs and projects be transferrable and permit implementation by persons who have no previous training or involvement with them.

Two points which are somewhat distressing are:

1. The fact that little has been done to coordinate programs and activities which are evaluation-oriented.
2. The lack of 'personnel' committed by the state to support the projects reported on this document. Many of the people involved in these activities are also holding other full-time jobs.

To strengthen Florida's efforts in the area of accountability, it will be necessary to coordinate the various efforts and activities summarized in this document. If this is not done, the projects will be ends in themselves, instead of means to bigger and better ends. A general system is depicted in Figure 10 which illustrates the need for such coordination and proposes the establishment of the Florida Integrated educational data bank (FIEDB), which would then become one of the main components in an MIS. Figure 10 indicates there is a high probability of duplication of both effort and data; the duplication will have to be greatly reduced if the Florida system is to be efficient.

To insure that data are relevant to the evaluation of objectives–be they state, district, school, program or otherwise–a process similar to that proposed in Figure 2 ought to be considered. Such a system would force the collection and coding of data related to system objectives. This should be a continuous process and the FIEDB should be continuously updated.

The recommended MIS for Florida is represented by Figure 12. Its main components are the software and the FIEDB which would be established and updated by the processes proposed in Figures 10 and 11. As some information can take a great deal of the central processing unit (CPU) time, it is recommended that reports which have a high frequency of use be stored in the FIEDB so that the MIS can reproduce the information in the most efficient way possible.

It is important to note that not every state system will consent to exposure as has the Florida State Department of Education. This in itself is representative of the progressiveness of this state. Furthermore, any state which, like Florida, has moved to change its accreditation standards away from the typical 'status' indicator system must be given credit. Florida's accreditation standards are now split into three areas: one third status; one third process; and one third student product. Of the other states, only one, to date, has ventured this far from accepted practice; this is Colorado, which uses the contract system.

Florida's emphasis on performance objectives and on its state-wide training program, which exposed almost all the state's educators to the process, is further indication of its commitment to evaluation and accountability. The establishment of the FIEDB will greatly enhance Florida's already impressive progress toward a state-wide evaluation system.

Figure 10

SYNTHESIS FOR ESTABLISHING AN INTEGRATED EDUCATIONAL DATA BANK

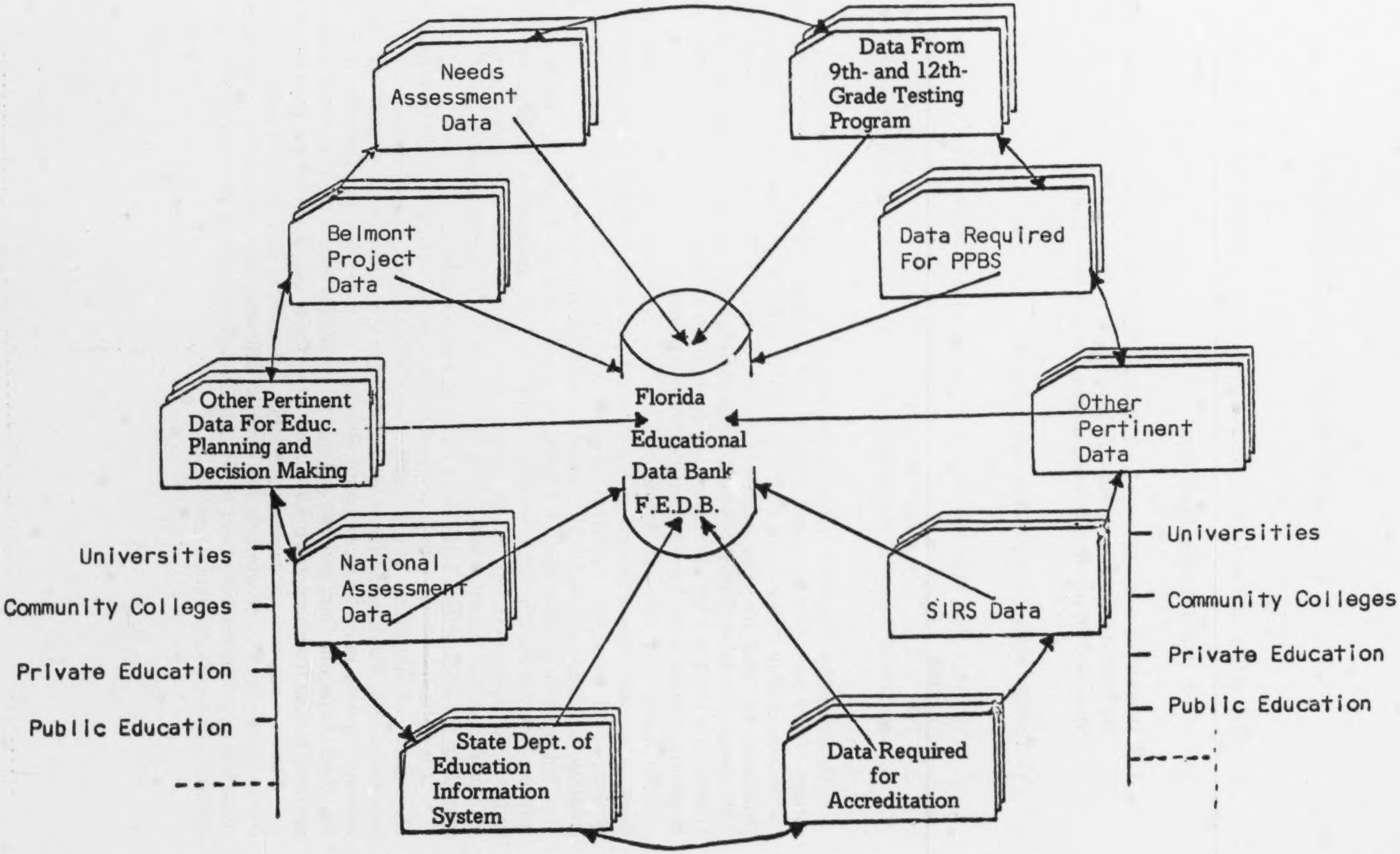

Needs Assessment Data
Data From 9th- and 12th-Grade Testing Program
Belmont Project Data
Data Required For PPBS
Other Pertinent Data For Educ. Planning and Decision Making
Florida Educational Data Bank F.E.D.B.
Other Pertinent Data
National Assessment Data
SIRS Data
Universities
Community Colleges
Private Education
Public Education
State Dept. of Education Information System
Data Required for Accreditation
Universities
Community Colleges
Private Education
Public Education

Figure 11

SYSTEM FOR UPDATING AND MONITORING THE F.E.D.B.

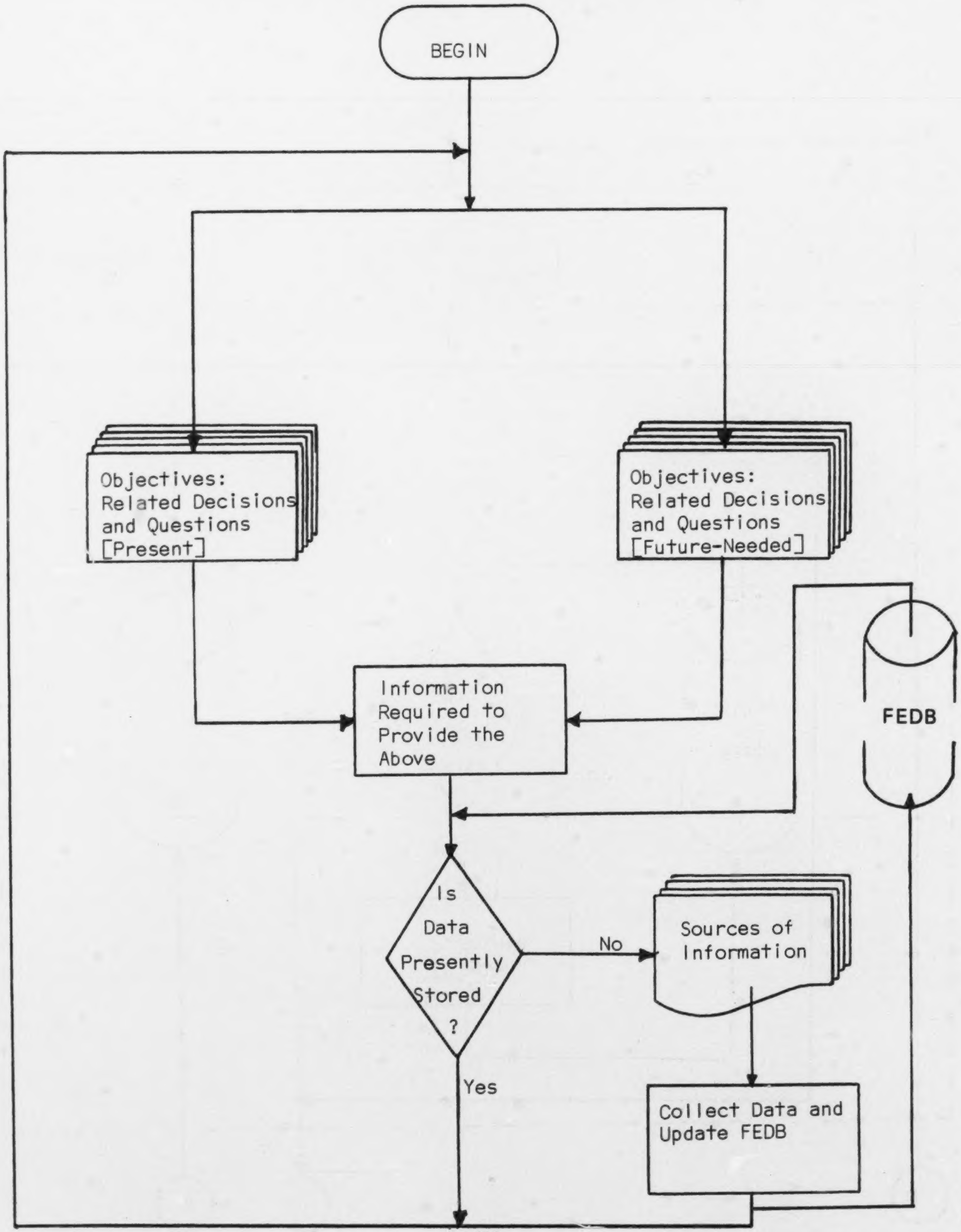
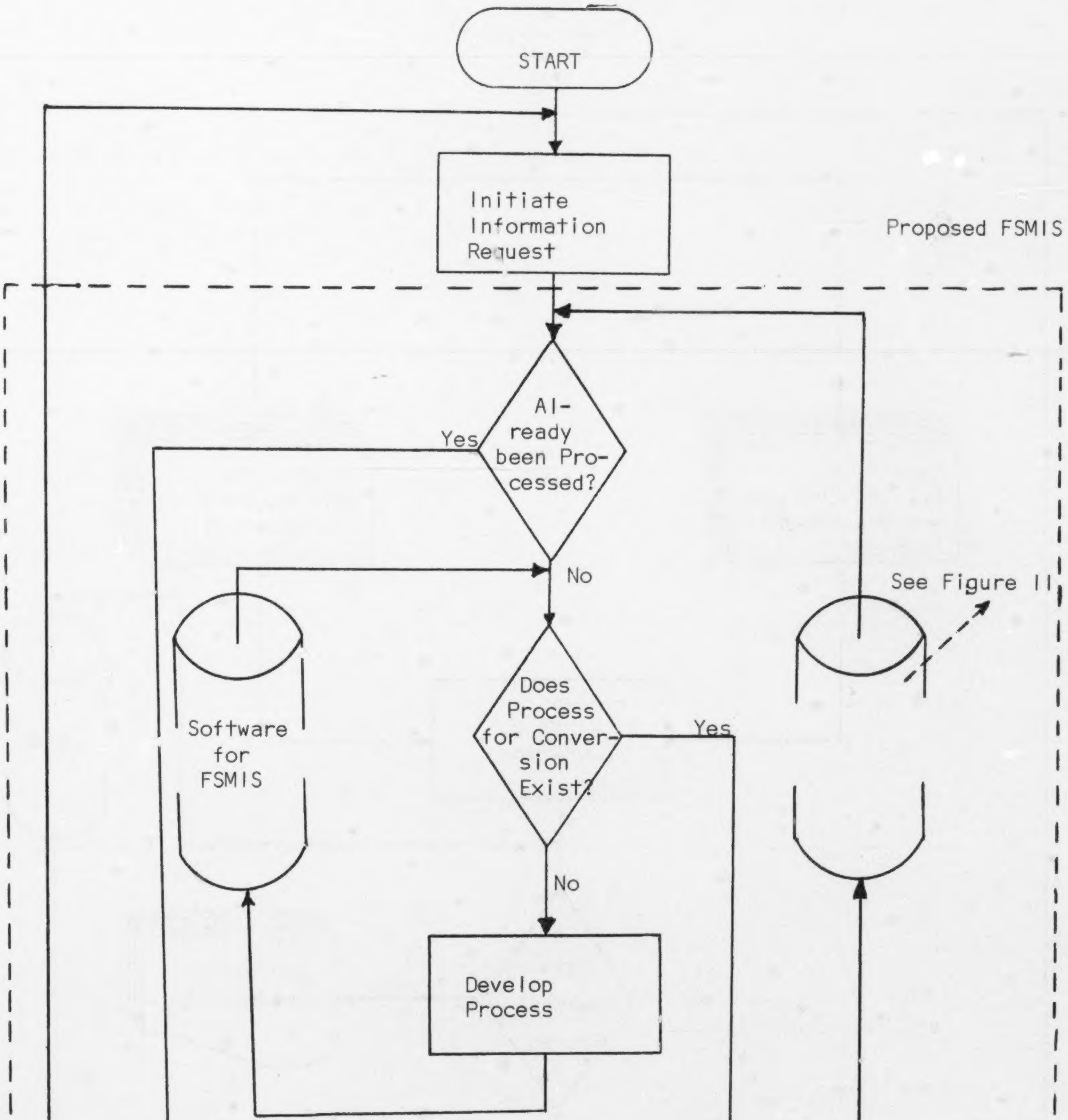
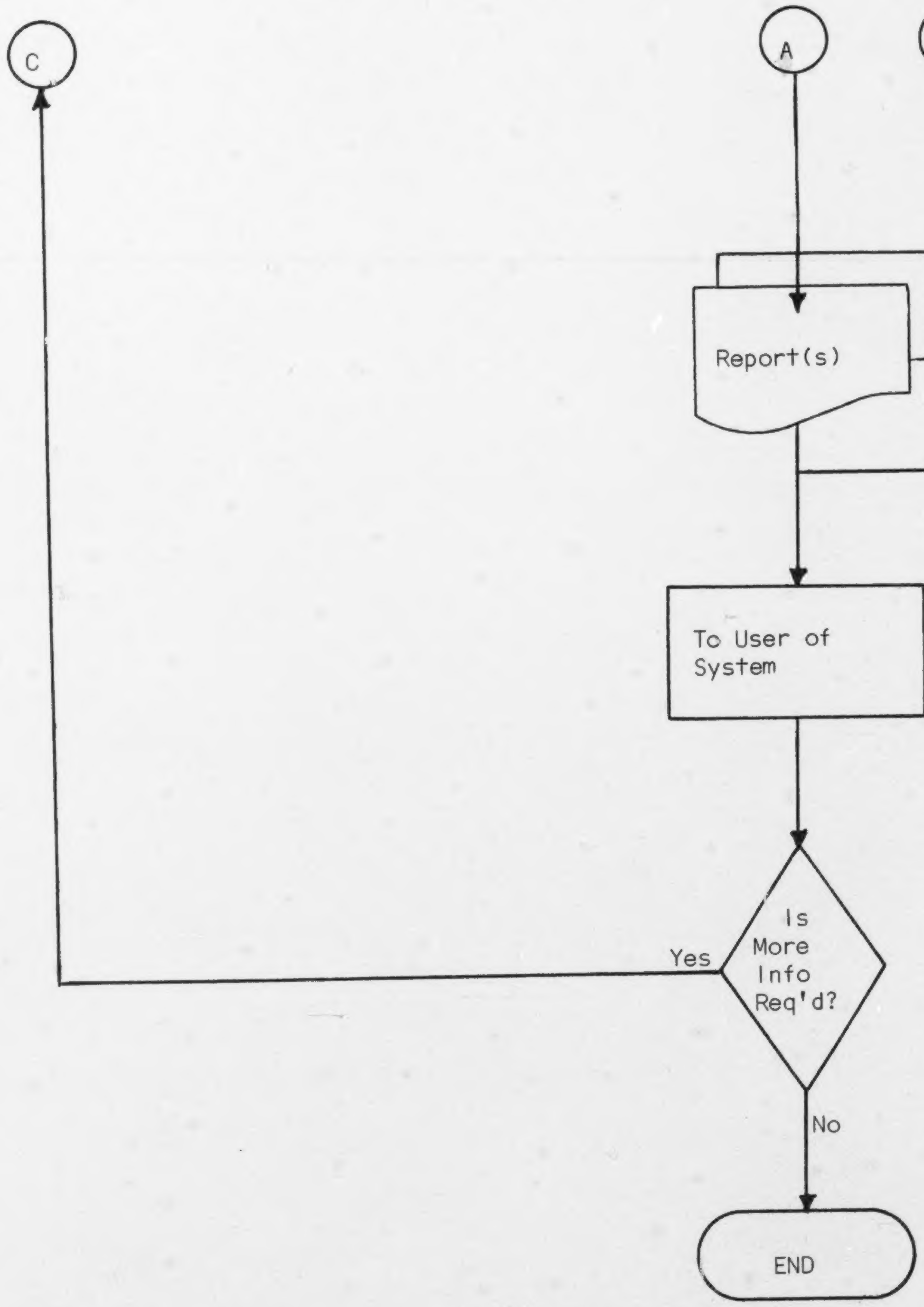

BEGIN
Objectives: Related Decisions and Questions [Present]
Objectives: Related Decisions and Questions [Future-Needed]
Information Required to Provide the Above
FEDB
Is Data Presently Stored ?
No
Yes
Sources of Information
Collect Data and Update FEDB

Figure 12

THE FLORIDA STATE MANAGEMENT INFORMATION SYSTEM (FSMIS)


START
Initiate Information Request
Proposed FSMIS
Already been Processed?
Yes
No
Software for FSMIS
Does Process for Conversion Exist?
Yes
No
See Figure II
Develop Process
C
A
B


C
A
B
Report(s)
To User of System
Is More Info Req'd?
Yes
No
END

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THE RHETORIC AND THE REALITY OF THE NATIONAL ASSESSMENT

THE RHETORIC AND THE REALITY OF THE NATIONAL ASSESSMENT

The Beginning: ECAPE

In a rather short but blustery career, those involved with National Assessment have rattled skeletons in education closets across the country. The work of National Assessment began when Francis Keppel, then U.S. Commissioner of Education, questioned how much we do or do not know about the outcomes of our multibillion-dollar educational system. With funding from the Carnegie Corporation, the Exploratory Committee on Assessing the Progress of Education (ECAPE) was formed; Dr. Ralph Tyler, Director of the Center for Advanced Study in the Behavioral Sciences at Stanford, was named Chairman. Under Dr. Tyler's charge, with the cooperation of educators and lay people, the Committee decided 1) that ten subject areas should be assessed: science, mathematics, writing, citizenship, music, literature, social studies, art, reading, and occupational development; 2) that four age groups should be assessed: 9-year-olds, most of whom would have finished the primary grades, 13-year-olds, most of whom would have completed the intermediate grades, 17-year-olds who would be finishing high school, and a group of 25-26-year-olds who had finished their formal education; 3) for purposes of sampling and reporting, the nation would be divided into four geographical regions: northeast, southeast, central, and west; 4) other subgroups should be investigated: people living in various types of communities (large city, urban fringe, smaller city, and rural-small town), different sexes, different socio-economic backgrounds, and different races; and 5) assessment would be cyclical so that trends could be noted and comparisons made of over a period of years.

Once these initial decisions were made, the work began. Four private research organizations were awarded contracts to develop objectives for each of the ten subject areas and to develop exercises to test for those objectives. Educational Testing Service, Science Research Associates, the American Institutes for Research, and the Psychological Corporation were charged to insure that objectives were 1) considered important by scholars, 2) accepted as educational tasks, by schools, and 3) considered desirable by thoughtful lay citizens. Upon completion of the tests, it was necessary to develop new administrative techniques; no one child could complete the 12 hours of required tests. Research indicated that using proper sampling, one child would have to complete only about 45 minutes of the test. Administering the tests in this way would allow minimum interruption of any one teacher's class on a school day.

Several other testing innovations were instituted. First, the committee developed a system of taped and printed exams and conducted personal interviews; this process reduced the effects of reading deficiencies on all but the tests designed to assess reading ability. Second, the exercises included easy questions, hard questions, and average questions; this technique determines what most students know as well as what most students do not know. Third, a significant innovation adopted by this committee was the method of reporting results of the assessment. Rather than indicating how many questions a student answered correctly or how far from a norm a student scored, assessment results will indicate what percentage of people answered a particular question correctly. Such information has been labeled "census-like" data.

To summarize, ECAPE's responsibilities included the determination of objectives and the development of exercises and techniques to assess those objectives. In June 1968, this assignment had been completed and the task of carrying out the assessment was turned over to a larger committee.

A Continuation: CAPE and ECS

To complete the work of assessment, 25 people were invited by the ECAPE to form an expanded Committee on Assessing the Progress of Education; 9 of the 11 members of ECAPE became members of CAPE. George Brain, a prominent member of AASA, became chairman. This committee involved educators and lay people in large numbers to review the objectives and exercises. As a result, five new subject areas were added to the assessment: listening and speaking, consumer education, health education, physical education, and study skills. To insure that assessment is ongoing and up to date, CAPE will continually evaluate the relevance of objectives and exercises and review the need for the development of new subject areas. The committee then resolved one criticism of assessment (others will be mentioned later): those conducting the assessment were in no way responsible to the public or to any public agency. Bitter cries of "undemocratic" were heard from opponents of assessment. At this point, the Education Commission of the States was called upon to assist in administration of the assessment. ECS is an alliance of governors, state legislators, and education commissioners from 43 states and territories. Involvement of this group also strengthened CAPE's position against the argument of national intrusion into state education.

ECS and CAPE, then, have largely been responsible for final review and administration of assessment exercises. They have tried to insure that adequate safeguards protected public interest and continually tried to reassure a nervous community of educators and administrators that many fears were simply without foundation.

A Review of the Controversy

Several groups have opposed national assessment; the most outspoken has been the American Association of School Administrators (AASA). Fears have centered around three areas: 1) assessment is a national testing program, 2) assessment would lead to a national curriculum, and 3) assessment would stultify the curriculum. These concerns were identified very early in the development of national assessment; however, the controversy continued. As late as May 1967, AASA adopted a national resolution encouraging members not to cooperate with the efforts of National Assessment. With the expansion of ECAPE and CAPE, however, fears seemed to begin to dwindle. The following described the basic arguments.

The first argument went like this: national assessment is a nation-wide testing program. Testing programs have some undesirable side effects. For example, if the assessment objectives differ from local objectives, either the teacher abandons the local objectives or the students do poorly on the tests. Also, since teachers and schools wish to score well, there is a tendency to teach to the tests. This argument indicates a lack of understanding of the testing procedure to be used. Not all districts–let alone all students–take the tests; only about one percent of the student population will be tested. And of those who are tested, no one student will complete the entire exam in any one area. Further, because the exercises that are made public will not be reused and because the tests are administered by private companies, out of the hands of local educators, it would be impossible to teach to the tests.

The next concern–that a national curriculum will be generated by national assessment–can be explained away in several ways. First, schools basically have the same notions in mind: all wish to teach student to read, to solve problems, to compute, to develop various skills and attitudes. These are common aims, but differences exist in the methods used to reach these aims. National assessment in no way measures the ways in which teachers or districts teach; it only determines how much students have learned. Further, it should be recalled that educators, scholars, and lay people across the country were involved to determine the objectives to be tested in national assessment. As mentioned earlier, each objective had to meet three criteria:

1. Objectives must be accepted by scholars.
2. Objectives must be accepted by educators as something the schools should teach.
3. Objectives must be accepted by lay people as important for their children to learn.

Requiring such agreement should certainly yield a list that would be objectionable only to the most severe critic; it would be reasonable to assume that such safeguards might produce a sterile set of objectives. Finally, it should be noted that education is the responsibility of the states and no Federal machinery exists to impose or regulate a national curriculum. National assessment plans simply to "tell it like it is" and then let those who are responsible for change assume *their* responsibilities.

The third concern–that national assessment will yield a stultified curriculum–also was considered by assessment planners. The fear was that the assessment project may not reflect changes over the years in institutional methods and goals. To safeguard against such an eventuality, the ECAPE recommended a review of objectives and exercises before each assessment. For example, citizenship will be tested in the first set of exercises; before the second part of the cycle there must be a complete review of that segment of assessment. It should be clear that assessment will be an on-going evaluation of what students know.

When the administration of assessment exercises began, the controversy had cooled to the point that 87 percent of the districts that were asked to participate did take part in the Assessment.

What Will Assessment Report?

Now that the dust and feathers have settled (even AASA has cooperated), what will the assessment program tell us that was not known before? The program is designed to produce "census-like" data on educational achievement. As mentioned earlier, this simply means that we will be able to tell what percentage of students know or can solve certain agreed-upon exercises. This kind of data has been called the Gross Educational Product; the analogy to the GNP of economics is clear. Here are some examples of what will be reported from the Assessment of Citizenship:

Structure and Functions of Governments. The growth during the school years was demonstrated in almost all categories. For example, asked for at least one good reason why senators and representatives often try to vote the way the people in their districts want them to vote, 72 percent of the 13-year-olds, 83 percent of the 17-year-olds and 81 percent of the adults gave an acceptable answer, such as ". . . to be reelected," "so people will vote for them," or "they were elected to represent the people."

- In a multiple-choice question stating that Congress is made up of the House and one other body, 70 percent of the 13-year-olds were able to name the Senate, but the percentages jumped to 91 percent and 92 percent for the 17-year-olds and young adults.
- Eighty-three percent of the 9-year-olds knew that state governors are elected to their offices as compared with 95 percent of the 13-year-olds, but only 59 percent of the younger group knew that governors were elected by "the people" as compared with 48 percent of the 13-year-olds.
- "Can Presidents of the U.S. do anything they want?" In the age-9 group, 49 percent correctly stated there are limits to the Chief Executive's power as compared with correct answers from 73 percent of the 13-year-olds, 78 percent of the 17-year-olds, and 89 percent of the adults.
- Asked to give one acceptable reason why the President's power is limited, ony 18 percent of the 9-year-olds could do so, but 53 percent of the 13-year-olds, 68 percent of the 17-year-olds and 80 percent of the adults knew one or more reasons why there are limitations on the President.
- One of the most serious aspects of the adult findings was reflected in responses that indicated that while 86 percent could give at least one way they could influence the action of the Federal Government (by participating in politics, writing letters to their representatives, speaking out in public meetings and similar actions) the percentage of adults who thought they could influence their state government was 61 percent.

Show Concern for the Well-Being of Others. Some of the results of the tests for helpfulness and tolerance were:

- 59 percent of the 9-year-olds and 82 percent of the 13-year-olds reported that they had helped another boy or girl do something outside of school because he or she needed help within the past year.
- 66 percent of the 13-year-olds, 72 percent of the 17-year-olds, and 73 percent of adults reported they were aware of religious discrimination in the world.
- 11 percent of the adults reported that they belong to at least one organization opposing unequal opportunities for racial, religious, or foreign groups.[1]

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[1] *Report on Education Research*, Capitol Publications, Inc., 2 July 22, 1970, pp. 2-3.

In addition to this basic information, certain comparisons can be made. For example, tests could indicate that 90 percent of the 17-year-olds in the West know about land-grant colleges, but only 10 percent of the same age group who live in urban schools in the Northeast know anything about them. Comparisons such as these can be made between any of the subdivisions that were mentioned earlier (race, socioeconomic level, etc.).

As well as providing a basis for such comparisons, the assessment creates a base line that can be used to judge and evaluate progress over a period of years. As is indicated in the table below, each of the subject areas will be retested within a few years. The cyclical nature of assessment allows educators to determine if learning and teaching are becoming more or less effective.

Analysis

Once the data have been collected, CAPE and ECS plan no formal analysis or interpretation of the results. To publish an analysis, it is feared, would once again raise cries of national intrusion and control. Present thinking is that data will be turned over to various subject-matter organizations, *e.g.*, National Council of Teachers of English, who will interpret the results and publish their findings. The first data have appeared; the reports from the science and citizenship were published in July 1970.

Table 1

The time schedule of the National Assessment of Educational Progress was originally set up to cover three subject areas each year and follow a three-year cycle. A recent policy change has been made, due to the increased national emphasis on reading, and the following schedule is now in effect:

Cycle 1	
1969-70	Science, Writing, Citizenship
1970-71	Reading, Literature
1971-72	Music, Social Studies
1972-73	Math, Science, Career and Occupational Development (COD)
1973-74	Reading, Writing, Listening and Speaking*
1974-75	Citizenship, Art, Consumer Education*
Cycle 2	
1975-76	Math, Science, Health Education*
1976-77	Reading, Literature, Physical Education*
1977-78	Music, Social Studies, Study Skills*
1978-79	Math, Science, COD
1979-80	Reading, Writing, Listening and Speaking
1980-81	Citizenship, Art, Consumer Education

*These subject areas are new additions as of the scheduling change announced in November 1969. This increases the number of subject areas in the assessment from 10 to 15.[2]

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[2] "National Assessment of Educational Progress," *CAPSULE*, Counseling and Personnel Services, The University of Michigan at Ann Arbor, Vol. 3, No. 2, Winter, 70, p. 6.

What are the Implications for the State of Washington?

Basically, the reports of data collected will do very little for educators here in this state—or in any state. Because the assessment does not report results state by state, there is no information available to indicate exactly how the students in any particular state are doing. The *New York Times* criticized assessment results as indicating nothing that was not known before. Such criticism is just to a great degree; the assessment gives us no new yardstick to judge the quality of education according to the geographical area basically responsible for the quality of education—the states. It is inconceivable that we do not have any kind of evaluation devices to indicate how the individual states are doing. It is likely that the reasons for not having such an evaluative device are centered around the public outcry created by the assessment. Probably those responsible for assessment became "gun shy" as a result of early criticism. However, all is not lost. The most significant contribution of national assessment has been the development of testing techniques and sampling procedure. Evidence indicates that several states are simply borrowing the national program in total for an evaluation within those states. National assessment has provided the lead and placed the responsiblility for continued evaluation squarely on the shoulders of the people who maintain control of the educational systems—the states.

What then is in store for Washington?

It is time educators realized that what we do not know *can* hurt us. The state needs the information provided by an assessment program to make more rational decisions concerning the direction of its educational program. The Washington assessment not only should deal with the subject areas of the national program, but in some way should help to determine the future manpower needs of the state. It is quite inefficient for the state to have twice the number of teachers required and only half the number of plumbers, electricians, and mechanics. The state assessment should be able to direct our energies and resources to avoid such inefficiency. The state needs indicators not only of what people know, but of what people need.

The state *can* learn from the national program. The national program failed to identify the results from individual states; it would be ludicrous for the state to evaluate without reporting the results by districts. The state needs to review its objectives and determine more precisely what its schools can and should be doing; a review of the objectives used in the national program would be a start. A good deal of attention needs to be paid to the affective domain—how the people think and feel—as well as what they know and can do. Basically, the state needs to find out what its schools are doing.

Regardless of whether the assessment is national or state-wide, to insure that any evaluation is successful, there needs to be an extensive educational effort made to insure that those who see the results can make some sense of them. The total worth of a program can be jeopardized by misleading statistics and faulty reporting. The public, schools, educators, and specialists need to be aware that fears exist in this process of evaluation—it is a challenging business. But only when the educational system, on a national or a state-wide basis, is accountable for and aware of its product, will there be opportunity for significant increases in effectiveness.

Educators are indebted to Tyler and his cohorts for the beginnings of assessment. The responsibility is now on the shoulders of the states to continue.

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PERFORMANCE CONTRACTING ARRIVES ON THE EDUCATION SCENE

PERFORMANCE CONTRACTING ARRIVES ON THE EDUCATION SCENE

Few people would not deny the current call for accountability in education. Taxpayers and their elected representatives at all levels are making demands on educators with a vigor seldom before experienced. Educators have too long stressed educational input – numbers of teachers, books, buildings, dollars, etc. "We have, as a nation, too long avoided thinking of the productivity of schools," said President Nixon in his February 1970 message on education reform.

Much of the surfacing dissatisfaction is in the area of Federal funds granted under the 1965 Elementary Secondary Education Act. According to a Title I report published jointly by the NAACP Legal Defense Fund and the Washington Research Project, much of the Title I money has been "wasted, diverted, or otherwise misused by the state and local school authorities." This feeling is becoming increasingly widespread. Rep. Albert H. Quie (R. Minn.) stated recently "I think we're going to demand accountability in education from now on in Congress."

Accountability in education has been developed and refined by Leon M. Lessinger, Associate Commissioner for Elementary and Secondary Education at the U.S. Office of Education until January 1970, and presently Calloway Professor of Urban Education at Georgia State University. Lessinger initiated the study now underway at USOE in which 86 bilingual (Title VII) and dropout-prevention (Title VIII) projects are being subjected to program audits. Program performance will now be audited not only on a fiscal basis, as has been traditionally the case, but will also be monitored for success in meeting previously established student-performance goals.

In his push for educational accountability from his USOE office, Lessinger attempted to apply the performance contracting concept to accountability. As defined by Lessinger, performance contracting is an "educational engineering" process "whereby a school contracts with private firms, chosen competitively, to remove educational deficiencies on a guaranteed performance basis or suffer penalties. Without being told what program is to be used, the contractor is encouraged to innovate in a responsible manner. Upon successful demonstration, the contractor's program is adopted by the school on a turnkey[1] basis." [2]

In March of 1969, three school districts in Texarkana (Texas and Arkansas) were awarded a planning grant by the U.S. Office of Education under the Dropout Prevention Amendment, Title VIII, of the Elementary and Secondary Education Act. The Texarkana School District subsequently contracted with the Institute for Politics and Planning for management support and program planning assistance. The performance contracting concept was introduced to the Texarkana project by Charles Blaschke, formerly of the Institute for Politics and Planning, and now president of Education Turnkey Systems, Inc., of Washington, D.C.

Approval of the Texarkana Dropout Prevention Program brought USOE funding of $270,000 for the first phase with $250,000 more expected. The initial phase has two major operational components:

1. A contractor-operated Accelerated Learning Achievement Center, established to increase math, reading, and study skills achievement on a guaranteed performance basis.
2. Programs will be developed for those students who drop out for other than educational reasons. These programs are to be implemented in later phases of the program.

Against competition from 8 other firms with education interests (42 companies attended the bidder's conference), Dorsett Educational Systems, Inc., of Norman, Oklahoma, was awarded the contract. Dorsett, in its proposal to the school system, indicated a base figure of approximately $80 per grade-level

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[1] "Turnkey" is a word borrowed from the housing industry. As a building program is developed and meets the performance specifications, the contractor "turns the keys" over to the owner.

[2] Ron Schwartz, "Accountability—Special Editorial Report," ***Nation's Schools*** **85, June 1970, p. 32.**

increase in math or reading in not more than 80 hours of instruction. If children fail to achieve the stipulated grade levels in the stipulated time period according to the formula described in the proposal, the company will suffer penalties. As an inducement to design highly efficient learning methods capable of wide use in schools, not only is the educational company paid solely on demonstrated learning achievement, but such payments are reduced if learning rates are lower than specified.

Dorsett's program is based on rationale which can be summarized in the following implementation procedures:

1. Incentives for efficiency provided to the educator.
2. Management support to insure quality control and effective project management.
3. The use of instructional "program" components (*e.g.*, programmed material in math and reading and audio-visual equipment) which will have worked elsewhere with similar students.
4. Initial and continuous program planning to predict future problems and opportunities, and to insure effective implementation into the schools.
5. Credible demonstration effects, with procedures for local and national dissemination.

The Texarkana program has a number of unique features. In the six portable contractor-established Rapid Learning Centers, a Dorsett-developed audio-visual teaching machine is used accompanied by other self-instructional programmed materials. In order to motivate interest in students who have had few academic successes, stamps are awarded for lessons successfully completed. Small transistor radios are presented to students advancing one full grade level. The teacher's role is that of a "manager of learning," and in fact the professional staff are called Learning Center Managers.

The initial contract in the Texarkana Dropout Prevention Program calls for concentrated individual instruction in math and reading to high school students who test at least two years below grade level. By June of 1970, more than 300 students received the 80-hour program of daily two-hour sessions.

Preliminary post-tests have been encouraging for Dorsett. 59 students were tested by the Independent Magnolia (Arkansas) Education Service Center; after only 60 of the prescribed 80 hours of Rapid Learning Center instruction, students showed average increases of 2.2 grade levels in reading and 1.4 in math. However, as many as 32 percent of the tested pupils showed no progress or actually regressed. Regardless of academic-level increases, the primary "dropout" objectives are being reached. Only one student of the 301 participants having completed work in May has voluntarily dropped out of school. Dropout figures continued at a much higher rate among other high school students. Unfortunately, the project was not developed under stringent experimental-group control-group research design. This fact may tend to decrease goal attainment credibility. However, in view of the apparent successes, phase two of the Texarkana Dropout Prevention Program will "turnkey" into the elementary grades 4-6 in the fall of 1970.

While the Texarkana Dropout Prevention Program has received most widespread publicity, the San Diego City schools have planned performance contracts with Educational Development Laboratory (EDL), a subsidiary of I.B.M. Utilizing $1.4 million in Titles I and III funds, EDL will begin a guaranteed reading program for 9,600 elementary students reading below grade level. The "Listen, Look, Learn System," costing $6,500 to $7,000 per lab, is to be used. EDL will train existing teachers rather than operate a separate center. A nonperformance basis is used in the $780,000 SRA contract for 6,000 students in reading, language concepts, and arithmetic. However, these plans may be somewhat altered as officials of Title III funding announced a shortage of money left in the fiscal 1970 budget. Again, unfortunately, there are no plans to determine relative cost-effectiveness of the performance contracting schemes to be used.

The Dallas Independent School District has called for performance contracting proposals to be funded under Title VIII, ESEA (dropout prevention) focusing on math, reading and communications, achievement motivation, and occupational training. The preliminary target population involves grades 9-12 and calls for the use of bilingual materials, since many potential dropouts are Mexican-Americans. In this program, teachers will be allowed to compete with contractors for performance-contract projects.

A Detroit performance contracting program is awaiting USOE approval. The performance contract approach will be developed concurrently with implementation of a USOE Education Professions Development Act grant which pays for the training of administrators in systems analysis techniques. Related to this program of output oriented planning and budgeting systems is Detroit's proposal to provide a low operating cost curriculum for ninth-grade math and reading components through performance contracting.

A Portland, Oregon, Junior High School is rewarding teachers on the basis of students' performance. Teams of teachers using Open Court guaranteed achievement curriculum materials are competing with each other in reading programs. Participating teachers are given a stipend of $1,000 with additional bonuses for the most successful teams. However, bonuses will be used by teachers to pay teacher aides and procure supplementary materials. Team leaders are responsible for team performance; this reinforces the bonus incentives.

During this experimental stage, several conflicts remain to be ironed out. Unreliability of pretests and post-tests creates problems in the financial accounting. Learning retention, while discussed during the earlier development, has not been written into any existing contract. Increased grade levels, as measured in the Rapid Learning Centers, may not transfer back to traditional class situations. Cost-effectiveness studies have been added to programs almost as an afterthought, thus hiding one of the "essential purposes of the project as demonstration of a low labor-intensive system."

Notwithstanding these shortcomings, the Office of Economic Opportunity has launched a major performance contracting project costing between $3.5 million and $5.5 million and involving 12,000 to 34,000 students. When school began in September, 1970 24 school districts were selected for implementation of the approaches of 6 different companies. These companies will be held accountable for their results by having an independent firm check out the students' achievements against nonexperimental control groups. Although the Seattle Public Schools were selected for participation in this experimental phase, certain teacher groups requested a meeting with the chief school officer in order to voice concern and, apparently, opposition. District counsel assured these representatives that the performance contract did not violate the negotiated contract, for the teacher-district contract contained specific approval of experimentation.

At this point in the development of the performance contracting concept, programs have been focused on learning situations eligible for receiving Federal funds. Wholesale acceptance of the concept as a panacea for American education will depend on further, more careful research and experimentation. Loyd Dorsett, of Dorsett Educational Systems, himself says, "Broadscale contracting with private industry for the exclusive operation of schools, like the Job Corps contracts, would probably be unwise. But to contract with business firms on a performance basis to install educational innovations in educational procedures now appears useful."[1] While Dorsett expresses conservative optimism, interest apparently abounds. Educational journals have now grasped the performance contracting concept and are publishing articles in increasing quantity.

Accountability will undoubtedly remain as an important concern of educators for some time. The performance contracting concept, directly related to accountability, appears bounded only by the imagination and interest of private enterprise – and the constraints imposed by those who for real or imagined concerns, view the whole concept as a "diabolical scheme."

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[1] Stanley Elam, "The Age of Accountability Dawns in Texarkana," *Phi Delta Kappan*, June 1970, p. 514.

RESOLUTION FROM THE 1970 AFT CONFERENCE
SPECIAL ORDER OF BUSINESS
PERFORMANCE CONTRACTING

WHEREAS, the concept of performance contracting (under which a local school board turns over the management of the learning process to a private industrial corporation), threatens to become a common practice in U.S. education, and

WHEREAS, the Office of Economic Opportunity is spending $6.5 million in the current school year to establish performance contracting plans in 21 school districts in the U.S., and

WHEREAS, performance contracting incorporates such dubious educational practices as merit-pay incentives to teachers, overreliance upon standardized testing,and the utilization of teaching machines, and such doubtful incentives as "green stamps" and transistor radios to children, be it therefore

RESOLVED, that the AFT go on record as opposing any plan such as performance contracting which

1. Will take the determination of educational policy out of the hands of the public and place it in the hands of private industrial entrepreneurs.
2. Threatens to establish a monopoly of education by big business.
3. Threatens to dehumanize the learning process.
4. Would sow distrust among teachers through a structured incentive program.
5. Promotes "teaching to the (standardized) test."
6. Subverts the collective bargaining process and reduces teacher input.
7. Is predicated on the assumption that educational achievement can be improved in the vacuum of a machine-oriented classroom, without changing the wider environment of the poverty-stricken child, and be it further

RESOLVED, that all AFT locals be urged to educate their members, boards of education, as well as parent and community groups to the educationally negative aspects of performance contracting, and that the AFT sponsor a major nation-wide campaign to oppose performance contracting.

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MANAGEMENT SYSTEM CONCEPTS RELATING TO

THE STATE OF WASHINGTON EDUCATIONAL SYSTEM

MANAGEMENT SYSTEM CONCEPTS RELATING TO
THE STATE OF WASHINGTON EDUCATIONAL SYSTEM

PREFACE

The intent of this report is twofold: 1) to survey the need for an educational management system in the State of Washington and to provide the necessary related information materials to the educational decision makers and the legislators; and 2) to propose a system for education management in the State of Washington which would not necessarily be an "all-or-nothing" system.

The basic principle behind the proposed management system is one of management by exception. The building blocks of the system are, as they should be, objectives properly stated in measurable terms. The use of indicators as flags for referral to systems that are functioning both well above and well below acceptable standards appears to have merit.

The report is presented in four main sections. Section 1 contains an introduction, an example of a problem which utilizes the principles in a Planning Programming Budgeting System (PPBS), and a glossary of terms. Section 2 consists of a review and synthesis of the literature on PPBS and a comparison of the PPBS activities presently ongoing in Washington State Public Schools. Section 3 contains the proposed system with some discussion on the three levels available for consideration, assuming that the proposed model is accepted in both concept and principle. Section 4 contains recommendations.

Section 1

Introduction

A tradition has developed in the administration of public education which places primary emphasis on inputs to the educational system and places only minor emphasis on outputs. For example, categories of expenditures are specified, types of facilities are specified, and instructional materials (textbooks) are specified. Limited provisions are made to obtain feedback as to the effects or consequences of input utilization, and there is little incentive to modify input utilization, even if feedback were available.

At the same time, there is pressure from the public and from government agencies for educational managers to become "accountable" for their stewardship of public funds. This concern for accountability is not directed simply at assuring that salary money is used only for salaries and expenditures of textbook funds are exclusively for textbooks. Instead, accountability is viewed as a process of explaining the utilization of resources in terms of their contributions to the attainment of desired results.

In order for accountability to be possible, the tradition of accounting for inputs must be changed to focus upon accounting for outputs. Furthermore, managers of local programs must be given greater control of their resources so that they can make decisions regarding variable uses of those resources to attain desired results.

However, state officials are responsible for managing the total state education system. The tradition of managing inputs has developed through state efforts to protect the public welfare and improve the quality of education. If the state is to give local managers greater control over resources, a system of managing by outputs (or by objectives) must be devised so that relaxing control over inputs does not remove state control from the educational system. If this should occur, the state government would be derelict.

Hence a system is needed for gradually moving from management of inputs (with relationships to outputs inferred) to a system of management which focuses on outputs (and uses feedback from outputs as the primary factor in modifying inputs). Such a system provides opportunities for local school districts and local schools to exercise greater discretion, and at the same time makes the system more adaptable to the needs of individuals and society.

The Traditional Budget and Its Deficiencies

A great deal of attention today is being directed towards new fiscal and financial management techniques in education. It is necessary to find out why; what is wrong with the old system?

Levin (1969) has criticized the traditional educational budgeting procedure as follows:

1. The budget has been structured primarily as a device to facilitate fiscal accounting, and secondarily to identify some broad functional programs.
2. The organizational structure of the budget, with its traditional and legalized description and interpretation of categories, has established the stereotyped models currently employed as the basis for all stages of the budgetary process in local schools.
3. There are inconsistencies in that the categories do not include all of the costs that would be assumed from their descriptive titles. Segments of inherent components of the function have been extracted and included under other categories, generally to meet a special fiscal or other expediency.
4. Although most of the major categories are described as broad programs, they are subdivided with primary concern for objects or expenditures, salaries, materials, and others, rather than for meaningful subprograms.
5. The emphasis on objects rather than on programs in the budgetary process encourages an automatic incremental approach to existing objects, rather than consideration of the cost-output relationship of programs that are either in effect or proposed.

In short, the traditional budgeting practice in education does not emphasize: establishing priorities; long-range planning; the identification of resources to outputs; selection of least-cost alternatives; evaluation of program effectiveness; and accountability. "If we are going to plan the future, instead of planning for the future, and effect the proper balance and results in education, educators must learn to cope with the problem areas, train people, define terms, and make practical applications." (Mitchell, 1969).

It would appear from the research and first-hand discussions with key educators in the State of Washington that the answer to the most of our educational budgeting problems lies in the establishment of a PLANNED PROGRAM BUDGETING SYSTEM (PPBS).

Attempts to discern just what a PPB System is from reading the literature generally yield only confusion. An alternative and perhaps a better way of grasping concept of PPBS, is first to work through a simple example which utilizes the concepts and principles involved with PPBS. Once there is a practical foundation from which to work, the research and literature in this field becomes much easier to comprehend.

One of the simplest examples of a PPB System to date is that outlined by Piele and Bunting (1969):[1] Mr. Smith needs some home repairs done: 1) the roof needs fixing, 2) a sand box has been promised the children, 3) some shelves need to be built in the garage, and 4) the back yard needs fencing. He decides to hire a contractor, provided he can do the work for $550 or less. However, the contractor's estimate is as follows:

Wages:	$300.00
Equipment rental:	60.00
Equipment upkeep:	10.00
Materials:	430.00
Total	$800.00

Mr. Smith expects that after some bargaining, during which the contractor will knock a few dollars off the wages, some more off the equipment rental and upkeep, and a little more off the supplies, an agreement nearer his figure will be reached. However, instead of bargaining the contractor simply states that for $550 he can:

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[1] The example has been modified for this presentation.

- Fix the roof, build the sand box, and make shelves, or
- Build the sand box, make shelves, and construct a fence, or
- Fix the roof and construct a fence;

but he cannot:

- Fix the roof, build the sand box, and construct a fence, or
- Fix the roof, make shelves, and construct a fence.

When asked how he arrived at this position the contractor relates that, he was tired of arguing over every estimate he submitted, and of all the extra paper work caused by the errors he was making trying to calculate revisions. So he had decided to estimate costs by outputs rather than by inputs. That is, he tried to figure out how much it would cost to fix the roof, build the sand box, make shelves, and construct a fence rather than trying to estimate how far a given amount would go toward these jobs. In other words, he estimated by program rather than by item. In Mr. Smith's case the estimate was as follows:

Table 1

A PROGRAM BUDGET FOR ASSORTED ODD JOBS

Item	Fix Roof	Build Sand Box	Make Shelves	Construct Fence	Total
Wages	$100	$ 50	$ 50	$100	$300
Equip. Rental	10	20	10	20	60
Equip. Upkeep	0	5	5	0	10
Materials	190	70	40	130	430
Total	$300	$145	$105	$205	$800

The estimate is divided into four projects: fix the roof: $300.00; build a sand box: $145.00; make shelves: $105.00; and construct a fence: $250.00. For $550.00 or less the contractor cannot complete all these projects, nor can he eliminate any of the items. Suppose, for example, to save a few dollars, he were to cut down on equipment rental; the lack of power machinery, for instance, would increase the labor costs and thus result in still further expense.

Thus, the contractor has broken the problem down into four tasks, has itemized the resources by project which would be required as inputs, and then has costed the projects out. Furthermore, he will not negotiate and cut his costs to fit Mr. Smith's. Thus, Mr. Smith is left with clear-cut alternatives available to him; he has only to set some priorities and make his decision.

Planned-Program Budgeting Systems and Program Budgeting

Be aware, the terms PPBS and PB are not necessarily synonymous. Properly speaking, the term PB is limited to budgeting *without* explicit provision for the systematic analysis and multiyear perspective of PPBS. PB is actually a budget whose parts are displayed in an objective-oriented program structure, whereas PPBS is more comprehensive, implying the combination of a number of individual functions and techniques into an integrated package. PPBS then involves the systematic application of this package to the total system and its management.

The following glossary of terms has been provided to assist the users of this text in comprehending the concepts researched and discussed throughout the remainder of the document. No attempt has been made to cite the source of each description, but many of the terms were extracted in part from the following two sources:

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"Planning-Programming Budgeting and Systems Analysis Glossary" (Washington, D.C.: U.S. General Accounting Office, January, 1967).

GLOSSARY

Activities
While program categories or program subcategories express objective, activities are the means of achieving these objectives.

Alternatives
Possible means of achieving objectives. Alternatives are evaluated in terms of costs as related to outputs. Additional consideration includes the time required for implementing each alternative and the uncertainties inherent in selecting any one alternative.

Alternative Means
Two or more different approaches to solving a problem or achieving an objective.

Appropriation
An allocation of funds made by a governing authority for specified purposes and often restricted as to the time when it may be expended.

Behavioral Objective
State of instructional objectives in behavioral terms. The exact behavior expected of the successful learner under certain conditions of performance is carefully spelled out so that achievement can be measured. The desired outcome for every component unit is carefully defined in behavioral terms.

Benefit-Cost Ratio
An economic indicator of efficiency computed by dividing benefits by costs. Usually both the annualized benefit stream and the cost stream are discounted so that the ratio reflects efficiency in terms of the present value (q.v.) of future benefits and costs.

Budgetary Process
Continuous activity comprised of planning, formulation of a budget document, interpretation, presentation to the approving authority, formal adoption, fiscal administration, and appraisal.

Budget Document
A written statement of an estimate or plan describing expenditures and revenues for financing an organization's entire program for a specified time period, usually one year. Most commonly, the fiscal year begins July 1, and ends June 30, and at the termination of the defined period, technically the budget no longer exists other than as a historical document.

Budgeting
The evaluation, selection, and translation of the proposed programs into the budget. The budget is the final definition of program estimates prior to review by the legislature; the activity through which funds are requested, appropriated, apportioned, and accounted for.

Component
Level of program subordinate to element level and above task level.

Constraints
Conditions both from within and without the system which limit the level and/or mode of operations. Constraints include time, political considerations, available manpower capabilities, and available revenue.

Cost Benefit Analysis
The process by which costs and benefits associated with program outputs are related and studied by the decision maker in the determination of priorities and the allocation of resources. Comparative data may be developed by the traditional cost analysis procedures or by the use of sophisticated quantitative analysis techniques.

Cost Center
The organizational unit, segment of a unit, or machine, which is the smallest component of a program for which costs are recorded and used in planning, programming and budgeting. It may or may not be identical with the responsiblility center.

Cost Effectiveness Analysis
A way of looking at a program to determine efficiency in utilizing resources to attain the desired objective. It has to do with the manner in which the resources are employed to achieve optimum efficiency; a determination as to the best possible combination of resource items; the most

appropriate managerial processes; and the best mix of skills, disciplines, etc., required to achieve efficiency without disturbing the impact or altering the end objective (the output).

Costs–Specific Resources

Specific resources (inputs) required to achieve a given output.

Criterion

A standard on which a judgment or decision may be based. In PPBS, a program criterion is a standard which can be expressed quantitatively to measure progress (in terms of time, cost and performance) in attaining program objectives; often synonymous with "measure of effectiveness."

Crosswalk

A process of analysis in program budgeting whereby, if the program structure used for resource allocation differs from that of the formal budget, the cost elements of a program may be identified or traced into the budget or vice versa so as to assure that program planning decisions and the formal budget are compatible. Also the process whereby cost elements included in a program structure may be recast into a budget for an organizational structure (work activity responsibility centers), or vice versa. The technical vehicle for this translation is the "program budget code."

Data

A group of facts or statistics; to be distinguished from information.

Decision

A choice made between alternative courses of action on the basis of the best possible knowledge of the costs and benefits associated with each.

Diminishing Marginal Utility

The principle which states that as the rate of consumption of a good is increased, a point is reached where additional units provide less and less utility.

Diminishing Returns (Variable Proportions), Law of

The economic principle which states that as there is an increase in the quantity of other inputs, the marginal productivity of the variable output must eventually decline. For example, additions of capital to a fixed quantity of labor may result in an increase in output, but subsequently, the marginal output and then the average output associated with the variable input (capital) will begin to drop.

Direct Costs

Actual or budgetary costs that may be charged directly to, or prorated as a part of the cost of a program, service, function, or department. They are eliminated if a program is eliminated, or added if a program is added.

Effectiveness

The performance or output received from an approach or a program. Ideally, it is a quantitative measure which can be used to evaluate the level of performance in relation to some standard, set of criteria, or end objective.

Evaluation

Comparison of desired outcomes or objectives with actual accomplishments; based upon educational performance indicators, such as indices that measure changes in pupil cognitive development.

Fixed Costs

Costs that are constant and do not change with minor variations in the level of output. Fixed costs are normally associated with such expenditures as heat, light, insurance premiums, etc.

Function-Object Budget

At present, widely used by local public schools to identify costs under a number of broadly defined fuction and object categories such as administration, instruction, debt service, and plant maintenance. Emphasis is upon objects of expense rather than programs of the school.

Goal

A broad direction, general purpose, or intent. A goal is general and timeless and is not concerned with a particular achievement within a specified time period.

Hierarchy (hierarchical structure)

A manner of grouping words or other information structures, or an instance thereof, whereby the elements or their referents are defined as being contained in one and only one higher order information element.

Incremental Costing
A cost analysis approach which starts with an existing capability with an existing resource base and seeks to determine how many additional resources are needed to acquire some specific additional capability, or conversely, how much additional effectiveness will result from some additional expenditure. Sunken costs are not included, and inherited assets are not costed. The method is an application of the economic concept of marginal analysis and is frequently used in justifying fund requests when incremental budgeting is applicable.

Indirect Costs
Actual or budgetary costs that are not readily identified with a specific program, service function, or department, and are seldom completely eliminated if a program is eliminated.

Information
The relation of facts and statistics (data) in some logical form to provide insight and understanding on a specific question, function, or problem.

Input
Resources–human, financial, material, and time that are used to achieve an objective.

Input-Output Analysis
An economic technique designed to examine the effect of changes in certain input variables to the outcome or output variables of the system under study; a form of systems analysis. Inputs are the resources employed to achieve objectives. Outputs are the products of a program, often expressed numerically.

Interface
An area of interaction existing between two systems' activities, agencies, or components thereof.

Joint Cost
The common cost of facilities or services employed in the output of two or more simultaneously produced or otherwise related operations, commodities, or services.

Marginal Cost
The total cost of producing one or more units of a service in addition to a given baseline.

Management Information System (MIS)
Integrates the dynamic functions of an organization such as instruction, personnel, and finance, and provides computer-aided systems of information control for administrators. It may be a reporting system or a decision making system, depending on the level of application.

Model
A schematic representation of the relationships that define a situation under study. A model may be mathematical equations, computer programs, or any other type of representation, ranging from verbal statements to physical objects. Models permit the relatively simple manipulation of variables to determine how a process, object, or concept would behave in different situations.

Objective
Purpose to be achieved, aim, target, or end of action. In PPBS, a program objective is a statement of specific accomplishments, to be attained during a given time period, expressed in quantitative and qualitative terms to the extent feasible.

Operating Budget
That part of the total budget of a school system which contains instructional and related costs. It does not include capital outlay, debt service, transportation, and other similar costs, and is defined differently from state to state.

Opportunity Costs
The financial value of opportunities which are foregone by selecting a certain course of action over another approach. An opportunity cost may be identified in terms of other benefits that might have been gained from investing public money in another program.

Output
The result(s) or end product(s) that should occur when resources or inputs are used through a strategy (usually a program) to achieve a specified objective. Optimum performance is achieved when actual output equals or surpasses the objective.

Performance Budget
Used to evaluate work-cost data in terms of unit work measures; the forerunner of the program budget. Performance budget led to the introduction of activity classifications and evolved in the era of scientific management. It provides numerous work-load statistics, but does not aid greatly in planning future courses of action.

Planning and Programming

These terms are generally considered as aspects of same process differing only in emphasis. Planning is the production of the range of meaningful potentials for the selection of courses of action through a systematic consideration of alternatives. Programming is the more specific determination of the manpower, material, and facilities necessary for accomplishing a program.

Planned Program Budgeting System (PPBS)

A conceptual approach to decision making; emphasizes outputs, program activities, and accomplishment relative to predetermined objectives, long-range planning, economic rationality, and systems analysis for decision making.

Program

A group of interdependent, closely related services or activities possessing, or contributing to, a common objective or set of allied objectives; a package of subprograms, supplements, components, tasks, and activities.

Program Accounts

An accounting structure which records and reports costs on the basis of program structures.

Program Analysis

The process of evaluating the inputs, costs, and resources required of a program or programs, and evaluating the outputs, the service, the benefits, and the payoffs.

Program Budget

A plan for the allocation of funds to programs for a specified time period to align financial resources with objectives of programs. A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget is a transitional type of budget between the traditional character and object budget, on the one hand, and the performance budget, on the other.

Program Category (Major Program Area)

The first major subdivision of a program. Like a program, the program category is expressed in terms of desired outputs.

Program Codes

Programs are coded by account number to facilitate the collection of program data costs and statistics in a format consistent with the program structure. These data are used to control program expenditures, evaluate program effectiveness in terms of state objectives, and to analyze the cost-effectiveness of alternative programs.

Program Costs

Costs which are incurred and allocated by programs rather than by organizations. Program costs should be those direct and allocated costs that are essential to maintain the program.

Program Memoranda

A summary document of all pertinent technical, economic, and political data to provide a basis for program decision making.

Program Structure

1. The arrangement of interdependent parts in a pattern of organization to establish a hierarchy of program.
2. The set of program categories, arrayed in a hierarchy, which express the purposes of programs.

Proration of Costs

The distribution of costs to two or more program areas in proportion to the benefits provided. The basis for proration may be a formula or some other arbitrarily determined procedure.

Spillover

An economy or diseconomy for which no compensation is given (by the beneficiary) or received (by the loser). Spillover is sometimes synonymous with externality and with external economy or external diseconomy.

Subelement

Level of program subordinate to element level and above component level.

Sunk Costs

Costs which have been incurred and cannot be retrieved.

Systems Analysis

A systematic, explicit analytical process whereby a number of variables and constraints are manipulated in a manner that will generate maximum number of alternatives for consideration of the decision maker. The process involves the use of sophisticated mathematical and statistical techniques (and may involve model building, simulation, and data reduction utilizing computers).

Target Group

A group within the general population toward which a program is aimed or on which it has a significant impact. (The University School target groups are the various achievement levels found in the student population, *i.e.*, college capable, slow learner.)

Task

Level of program subordinate to component and above activity. (The University School model has made Task its lowest level and it is used only in the Primary Division.)

Trade-Off Analysis

A form of analysis designed to optimize the level of effectiveness by comparing alternative configurations of the components within a given program and, possibly, the choice between alternative programs for achieving a given level of effectiveness.

Utility

In economics, the real or fancied ability of a good or service to satisfy a human want. Usually synonymous with satisfation, pleasure, or benefit. See also: Marginal Utility.

Variable

A quantity that may increase or decrease without other essential changes.

Variable Costs

Costs that normally vary with the level of output. Variable costs are associated with such expenditures as materials, supplies, nonadministrative salaries, etc.

Section 2

REVIEW OF RELATED STUDIES

A Synthesis of PPBS Literature

The PPBS technique, which was developed by the Rand Corporation and installed in the Department of Defense in 1961 does not offer its users a panacea. It does, however, entail some of the following concepts which would greatly enhance educational management and decision making regarding allocation of resources: 1) Up-to-date relevant information; 2) a process for establishing equational priorities; 3) long-range planning; 4) specifically stated objectives; 5) consideration of optimal resource allocation as opposed to simply allocating educational resources until there are none; 6) identification of resources with specific educational programs; 7) quantitative methods of analysis; 8) planning for future needs; 9) flexible planning methods; 10) ability to show least-cost alternatives; and 11) cost-benefit information regarding educational decisions and/or programs.

In its simplest sense, PPBS is merely a structured procedure for policy determination which emphasizes outputs, program activities, accomplishments, long-range planning, analytic evaluative tools, and economic rationality. As mentioned above, it does not offer a panacea, although it may appear to do so to the unprepared reader.

The most conclusive and comprehensive study regarding PB to date is probably that conducted by Hill and Mattox (1967). These two researchers solicited responses from educational personnel currently involved in the development and/or use of a PB System. Table 2 contains a general description of the Hill-Mattox sample. The major findings of this study are summarized in Table 3.

TABLE 2
THE HILL-MATTOX SAMPLE

Questionnaire[1]			Interviews[2]	
Sent	Returned	Location	Number	Location
42	35	Calif. school district	7	Large Calif. districts: Sacramento, Berkeley, San Bernadino, Oakland, Anony., Palo Alto, San Diego
23	13	Non-Calif. school district		
99	42	county, city, state, Federal, large business offices		
			4	Large districts: New York City, Philadelphia, Pittsburgh, Chicago

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[1] Hill and Mattox, p. 224ff.

[2] *Ibid.*,p. 121ff.

Table 3

HILL-MATTOX LITERATURE, QUESTIONNAIRE, AND INTERVIEW STUDY OF PROGRAM BUDGETING

Question	Literature	Questionnaire	Interview
1. Major purpose of PB?	1. Gain objectives 2. Allocation 3. Decision making 4. Develop measures 5. Data 6. Make budget more understandable 7. Planning	1. Allocation 2. Evaluation 3. Evaluation of proposals 4. Cost control	1. Make budget more understandable 2. Allocation and cost control 3. Evaluation of program proposals 4. Performance appraisal
2. Why adopted?	1. Other successes 2. Recommended by authorities 3. Already in use	1. Administrative decision 2. Management reporting 3. Own initiative 4. Regulations	1. Own initiative 2. Regulations 3. Management reporting 4. Administrative decision 5. Citizen request 6. Tax rate or bond election 7. Improve budgeting
3. Has PB improved budgeting?	Yes	75% Yes	90% Yes
4. Did PB increase length and/or volume of budget document?	No information	Yes	60% Yes
5. Did PB violate commonly accepted standards for budgeting and accounting	No information	90% No	90% No

6. Advantages of PB?	No clear distinction between advantages and uses	1. Facilitates decision making 2. Better allocation 3. More understandable budget 4. Better control evaluation 5. Planning	1. More understandable budget 2. Facilitates decision making, better allocation, control 3. Evaluation 4. Planning 5. Reduces budget document length
7. Weaknesses of PB?	1. Definition of program 2. Excessive division of programs 3. More, better personnel 4. Increased cost 5. Expensive equipment 6. Difficult to measure output 7. Quality not measured 8. Decisions influenced by quality, opinions, prevailing standards, etc.	1. Increased length and volume of budget document 2. Difficulty in assigning costs 3. Additional personnel 4. Better personnel	1. Increased length and volume of budget document 2. Difficulty in cost assignments 3. Definition of a program 4. Better, more personnel 5. Excessive program division 6. Expectations too high 7. Does not make decisions 8. Arbitrary decisions
8. Conversion problems?	1. Increased costs 2. More and better personnel	1. More and better personnel 2. More electronic data equipment 3. Increased costs 4. Greater decentralization of administration	1. More electronic data equipment 2. Increased costs 3. More and better personnel 4. Administrative decentralization 5. Staff resistance 6. Difficulty in designing meaningful programs

Table 3–Continued

Question	Literature	Questionnaire	Interview
9. Need for more electronic data	Yes	60% using EDP equipment	100% using EDP equipment
10. Inclusion of costs	Little meaningful information	1. 50% include direct costs only 2. 50% include both direct and indirect costs	1. 90% include direct costs only 2. Limited use of prorationing formulas
11. Method of prorating indirect costs?	No information	Time, hour consumption quantity used, time-floor area, students	Time, time-floor area, hour consumption, quantity used, students
12. Cost elements used in PB?	No information	Questions not asked	1. All reimbursable costs 2. Salaries, material, supplies, direct maintenance, transportation costs, other direct costs. 3. Salaries, materials, supplies, and equipment 4. All current expense elements
13. What criteria should be used in designing a PB?	1. Allows alternatives to be compared 2. Directly relates to objectives of organization 3. Contains administrative relevance and effectiveness 4. Allows meaningful breakdowns	(See literature review)	(See literature review) 1. Provides quantitative information

13. (Continued)	4. Allows meaningful breakdowns and comparisons of program elements 5. Directly relates to sources of funds 6. Facilitates intragovernmental relations 7. End product oriented 8. Allows decentralized decision making		
14. PB included in total budget format?	by: 1. Grade 2. Organization, e.g., a. administration b. food services c. accounting 3. Instructional area a. English b. Mathematics c. etc. 4. Special programs a. driver training b. handicapped c. etc.	Question not asked	(See literature review) also by: 1. School 2. Grade level
15. Candid comments?	No information	99% (90 out of 91) recommended PB	No information

Aims of PPBS

The general aim of a PPB System is to help management make more rational choices involving the allocation of resources among alternative ways to achieve objectives. The Bureau of Budgets' statement of of the aims of a PPB System which is as follows:

1. Make available to top management more concrete and specific data relevant to broad decisions.
2. Spell out more definitely the objectives of government programs.
3. Analyze systematically alternative government programs for meeting those objectives.
4. Evaluate thoroughly and compare the benefits and costs of programs.
5. Project total rather than partial cost estimates of programs.
6. Present on a multiyear basis the prospective costs and accomplishments of programs, thus lengthening the time horizon of budget review.
7. Review objectives and conduct program analyses on a continuing year-round basis. (Goodman, 1969)

Smithies (1964) lists the following three objectives of a PPB System:

1. To make the budget a more useful and precise instrument for planning, appropriation, administration, and control.
2. To contribute to broader public understanding of the allocation and use of public funds.
3. To facilitate economic analysis, forecasting, and planning in both the private and public sector.

Some Commonly-Held Misconceptions about a PPB System

As the reader was cautioned earlier, PPBS does not offer a solution to all of our educational problems. On the contrary, it may not offer any solutions, but instead may greatly increase those existing problems while adding further financial burdens upon the educational management system. These negative results will probably occur if the user believes that PPBS is:

1. A substitute for the experience of the decision maker.
2. Capable of decision making by computer.
3. Limited to budgeting and cost accounting.
4. Merely an effort to reduce public spending. [1] (Banghart, 1969)

As such, PPBS does not imply reduction in the number of decision makers; it relies greatly on the judgment of state educators, administrators, and teachers.

A PPB System is a management tool which forces answers to the following questions:

1. What is the social or economic problem we are attempting to solve? *What is our objective?*
2. How can the problem best be solved? *How can we attain our objective?*
3. What are the alternative ways of reaching the objective?
4. What results do we expect to achieve?
5. How do we measure these results?
6. What will the program cost this year? *What will it cost in future years?*
7. How shall we pay for it?

PPBS is in essence an integrated management system; it emphasizes continual planning. The above questions are never considered fully answered, as the process is iterative. Ends become means to bigger ends, and so on.

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[1] **PPBS is neutral on the issue of cost reduction. (Hartley, 1969)**

Components of a PPB System

Recently, Henry Rowan (1968) listed the essential aspects of a PPB system as being:

1. Careful specification and systematic analysis of objectives.
2. Search for relevant alternative means of attaining the objectives. (Only feasible alternatives are considered.)
3. Estimates total costs of each alternative (initial and future).
4. Estimates effectiveness of each alternative and determines probability of satisfying the objective.
5. Comparison and analysis of alternatives.
6. Choice of alternatives that promise greatest effectiveness for given resources, in achieving the objective.

What is new in PPBS is the emphasis upon the identification of organizational objectives and what should be done about them; the use of a multiyear program which is arranged to show how resources are being used to attain organizational goals and objectives over an extended time frame (typically, five years); consideration of alternative courses of action; the extensive use of quantitative analysis; and the integration of all these to achieve more decisions that are optimal for the organization as a whole. (Young, 1068)

Ways of Reducing the Problems Associated with a PPB System

The Hill and Mattox study discussed earlier mentioned disadvantages which can be associated with PPB System. Some of these were:

1. The need for better trained personnel.
2. The increased length and volume of budget documents.
3. The increased amount of data which has to be gathered and stored.
4. The increased number of reports to be prepared.
5. The increased cost of developing software and maintaining the system.

Young, at a conference for the Association of School Business Officials of the United States and Canada (1968) stated four ways of correcting some of the above stated problems associated with a PPB System:

1. Consolidation of school districts.
2. Smaller counties may, on a joint project, employ a highly trained educational consultant to assist them.
3. Establish computer centers over the state.
4. Personnel working in the area of school business management should be certified by the State Department of Education the same as instructional personnel. (Young, 1968)

Whether PPBS as reviewed in this report is the answer (or partial answer) to Washington State's problems remains to be seen. It may be helpful in considering the material which follows to keep in mind the synthesis outlined below:

1. PPBS appears to offer school districts the following benefits:
    a. Allows visibility of total cost of current program(s).
    b. Sharpens decisions with regard to alternative programs.
    c. Strengthens grass-roots policy role.
    d. Provides standardized presentation of recommendations for new programs:
        1. Personnel
        2. Equipment
        3. Supplies
        4. Facilities
    e. Provides continuing feedback for program justification and improvement.
    f. Involves the teacher in the decision-making process.

2. While PPBS has much potential for improving school management, there are inherent dangers. The dangers have been described in the following manner:

   PPBS can be misused.

   a. The fact that numbers and possibly advanced technical procedures are used does not automatically lead to valid results. Poor data, incorrectly used data, and even purposely manipulated data can occur.
   b. As with most formal systems and procedures there is the danger that the PPB System will begin to be treated as an end in itself and not simply a means to provide better information to decision makers. An overly rigid set of procedures and rules for the system can result in problems which PPBS should avoid. For example, PPBS is intended to encourage new ideas and innovations: analysis organizations which are permitted to become too insulated from operational personnel may cause a reduction of the flow of ideas.
   c. Also, a tendency in the operation of PPBS is to delay final decisions until substantive information is made available. Realistic, timely scheduling of the analysis process is needed to avoid inadvisable delays in decision making.
   d. Finally, there is the danger that too many decisions on "minor" issues, decisions which should appropriately be made at lower levels of the government, may revert to the top levels. This will adversely affect agency initiative and administrative efficiency. (Hartley, 1969).
3. Appendix A has an example of a PPBS for a K-12 system that also includes community services.

A recent report from Harry Ross's Office of Management Systems, a branch office within the office of the State Superintendent of Public Instruction, recorded the PPB System activities in the 1969-71 biennium as consisting of six projects or activities:

1. Formation of a state-wide policy committee on PPBES made up of school administrators, school business officials, school directors, and state office representatives to provide policy and direction in development and implementation of PPBES.
2. Conducted two regional meetings for school administrators for orientation to PPBES concepts.
3. Sponsored and organized a workshop with the University of Washington Continuing Education and Adult Education Center for training in PPBES concepts.
4. Conducted and sponsored one limited PPBES project in Pullman School District and an extensive pilot project in Shoreline School District supported by Title V, ESEA funds.
5. Coordinated work with National Association of School Business Officials on PPBES development.
6. Conducted internal orientation to PPBES for state office staff. (SPI)

The pilot projects referred to in activity 4 and three additional PPBS pilot projects in the State of Washington are discussed and analyzed in the succeeding pages.

Summary Analysis of Progress to Date on Implementing PPBS

Local school districts in the State of Washington have been involved in developing and implementing PPB systems since July 1968. Initial impetus to the implementation of PPBS was provided by SPI and funded by a grant under Title V of the Elementary and Secondary Education Act to two local school districts, Pullman and Shoreline. In addition, the Seattle, Kent, and Bellevue school districts have begun experimentation without outside funding. The office of the State Superintendent of Public Instruction has financed several state-wide in-service programs to provide a general orientation on PPBS.

Each district has begun implementation from a different starting point. Each district has experienced progress, but no district at this time could be considered to have completed implementation of the PPBS system. The selection of a starting point, whether in the financial or instructional area, did not appear to be critical; however, the greatest success in implementation has usually occurred when both the business and instructional divisions of the school districts have been mutually involved in developing a total system on a simultaneous basis.

Below are listed the strengths and weaknesses observed in initial implementation by Washington school districts; these are present to a greater and lesser degree in all the above districts:

Present weakness in implementation; the following are contributing factors where limited success has been achieved:

1. Lack of continued impetus in development of the total system.
2. Disjointed efforts by different divisions within the district.
3. Lack of a total district plan and over-all state guidelines.
4. Lack of prior training of staff in systems and management concepts.
5. Lack of historical cost and statistical data by course and curriculum areas.
6. Insufficient staff to perform planning, design, and coordination of PPBS tasks.
7. Failure of administrative personnel to understand the total system and goals of the PPBS process.
8. Lack of adequate funding from the state.

Present strengths in implementation; the following attributes appear to be the strengths which have contributed to successful progress and implementation:

1. Total commitment of the district staff and board of directors.
2. Strong leadership by the superintendent and assistant superintendents'.
3. Equal involvement of the instruction and business divisions.
4. Teamwork approach between divisions in achieving common goals.
5. Continuing in-service training of management and staff.
6. All evolutionary development with an acceptance by staff of some failures.
7. Democratic organization and participation in development of the system.
8. Democratic budgeting with programs developed from the lowest level of the organization.
9. Willingness and ability of district to invest local funds.
10. Access or availability of computer personnel and facilities.
11. Patience to experiment and learn over a five-year period.
12. Support by the Office of the State Superintendent of Public Instruction.

Discussion of Present Implementation Progress

The development of PPBS during these early stages has been an experimenting and pioneering project. As with any pioneering project, different approaches have been taken by these districts based upon individual priorities and uniqueness of organizations. The following is a discussion of the philosophy of implementations developed by the several districts:

Pullman School District

Under their grant, Pullman School District elected to develop objectives at the school level. This project was supervised and directed through the graduate school at Washington State University. Major emphasis was placed on development of objectives at an elementary school for the physical education and health programs.

The Pullman School District was selected as the site for a study because it is an example of one of the smaller first-class school districts within the State of Washington, and because it is near Washington State University, the home base of the investigators.

The following is the plan of implementation followed by Pullman School District:

1. The Pullman School District Board approved the request of the investigators graduate school at Washington State University to utilize the school district for the study in July 1968. This request was made by the investigators following confirmation of commitment of resources by the superintendent.

2. The superintendent appointed a Central Planning Group. At first the group appointed was

administratively oriented. Subsequently the committee was changed to a much broader based planning group including teachers and representing fairly evenly all of the schools of the district. Twelve persons comprised the Central Planning Group and it was chaired by the district curriculum director.

3. The functions of the Central Planning Group were delineated as follows:
    a. To recommend an appropriate program structure to the superintendent and to the district board.
    b. To recommend an area of program focus for developing objectives, building alternatives for the programs, and designing an evaluation model.
    c. To recommend the appointment of the necessary specialist committees which would write objectives and build program alternatives.
    d. To develop and recommend goals for the school district.
    e. To assess the objectives and alternative programs, and to recommend further areas of study to the superintendent.
4. Shortly thereafter, an administrator was appointed to coordinate the efforts in PPB for the school district.
5. The Central Planning Group recommended the initial focus of PPB be in the areas of health and physical education.
6. With the selection of a program structure, the investigators completed an historical analysis of the current year (1968-69) budget.
7. The historical analysis was completed by making an inventory of teacher time spent in actual programs, and prorating materials and supplies purchased for various programs.
8. The superintendent issued a policy objective to implement a health and physical education pilot program in the Sunnyside Elementary School and to develop alternative programs to design and evaluation process.
9. A group of five teachers under the direction of the Sunnyside Elementary School principal developed objectives and alternative program proposals in health and physical education.
10. The investigators developed a PFP (Program Financial Plan) for three category levels–base element level, program subcategory level, and the program level. (See Appendix A for these three documents and detailed explanation.)

Kent School District

Kent selected management training in objectives for all district administrative personnel as the beginning point for its PPBS. Numerous training courses were conducted by the Assistant Superintendent for Program Evaluation to develop expertise in management techniques. They entiltled this project as "Objective Systems." Training included objective costing task analysis, development of alternatives, evaluation of outcome of learning and work actions.

The training program was the first stage of development in an over-all plan for implementation of PPBS. Training began December 1, 1966 with an ending target date of June 1, 1973. Content of these courses included a taxonomy, levels of knowledge, comprehension, application, and analysis of performance objectives relating to the synthesis of systematic program writing. By June 1, 1973 all staff members were scheduled to participate in evaluation of programs that they had written and implemented, utilizing behavioral performance objectives, mission, function, and task analysis and symphysis. This would include approximately 725 staff members. The financial aspects of PPBS were not ignored; however, their implementation priority specified that management and staff must first be competent in the objective phases before developing program structure and financial and budgeting reporting. Recent financial difficulties experienced by the Kent School District have resulted in some delays in continuing implementation of this training program.

The following is the implementation schedule contained in the Kent School District "Managing Your Environment for Results" training guidelines:

The 1967-69 schedule

The superintendent and his cabinet were trained in 1967-68 to write objectives relating to the "Principles of the Board," and in 1968-69 were trained in components of mission and function analysis and synthesis. They were also trained in management by total objectives. Their objectives were published in the fall of 1968.

Principals, directors, coordinators, and supervisors were trained to write behavioral/performance objectives in 1968-69 and all but those in the curriculum development division were trained in management by total objectives in 1968-69. While some had previously written objectives and programs, all will have written three performance objectives before June of 1969.

Classroom teachers, special staff and certain administrators were trained in writing behavioral objectives in 1968-69 and each would have written a minimum of three such objectives before June of 1969.

Well over 725 staff members would have written behavioral/performance objectives prior to the onset of summer 1969.

The 1969-70 schedule

By August of 1969 the superintendent and cabinet will have been trained in mission/function/task and methods and means analysis and synthesis to the extent that they will rewrite policies and develop procedures and will train subordinate administrators to do the same in August.

Two one-week training events will be held in August of 1969. Early in that month there will be a week of training for communications consultants (previously trained two weeks in June by C.A.S.E.A.), secondary school chairmen and new administrators in "Objectives Systems." Following that event there will be a full week of training for administrators in mission/function/task methods and means analysis and synthesis.

Administrators will train their staff members in these program writing components and by June of 1970, all professional staff members will have outlined a procedures manual pertaining to their jobs. The affective and psychomotor domains will be added in emphasis to the cognitive domain.

The 1970-72 schedule

Application of the program procedures will be encouraged. More sophisticated analysis components, such as research, group testing, child development, and "best practices" (state of the art) will be accelerated in their introduction. Synthesis will follow in writing programs containing these components.

The 1972-73 schedule

Evaluation of the written programs will be part of the management loop in which program writers will participate. Cyclical aspects of staff development will mean that some quality control evaluation by the district evaluator will be in progress in 1969-70, but all programs will be in this state of readiness by June 1, 1973. Diagnosis, prescription, and related teaching for each child will be in effect by this date.

Seattle School District

Seattle's approach centered on developing the management decision-making process on a selected program-oriented basis. Activity in this area mainly has been restricted to the central office administration personnel.

Seattle's financial reporting and budgeting system is considerably more sophisticated than the average system in the state. Therefore, it has utilized this reporting system to aid in gathering PPBS costs. However, at this time it has not developed a formal PPBS program structure. The size of the district has dictated the strategy for implementation which empasizes management by objectives with informal training through the American Management Association.

Special projects as they reach the administrative level have been handled or analyzed using PPBS techniques. This approach results in on-the-job training for management rather than broad formal training sessions for the complete staff.

Bellevue School District

This district has taken a broad approach writing objectives, developing a program structure, and reporting by curricular areas in their accounting and budgeting system. However, involvement has been limited to new projects.

Preparation of objectives, funding requirements and criteria for evaluation are developed on the coordinator level. Requests for funding for new programs must be submitted in a PPBS format. Decisions on selections of programs within available resources is made by management using material presented by the coordinators. Accountability and responsibility for program budgets have been assigned at the operating level with detail cost and budget reports submitted by the business office to all responsibility areas.

Shoreline School District

Shoreline stressed development of the financial aspects of PPBS and had elected to develop initially a program structure to accomplish budgeting, accounting, and reporting on a PPBS basis for their final budget and fiscal operations for the 1969-70 school year. Their accounting structure was completely revised; a new coding structure was used in lieu of the state coding structure. The 1969-70 final budget, 1970-71 preliminary and final budgets were prepared and published using a PPBS program structure. Initially objectives and evaluation were restricted to one pilot area, music. Subsequent to the experimentation in the music program, behavioral objectives have been prepared by staff in the other curriculum areas.

Shoreline's philosophy of implementation was based on a review of the total curriculum offerings in the district. Using PPBS to return the budget to a zero balance each year and reformulate it was discarded as impractical. However, an inventory of all educational activities was advocated. This would be achieved through the compiling of salary costs, staff count, and student enrollment information, and is seen as a practical method to analyze realistically present programs accounting for 98 percent of the annual budgeted expenditures. The Shoreline "inventory" and review plan the following: tests for significant differences in cost benefit ratios; a comparison of objectives and criteria where differences do exist, and resolution of differences when appropriate by involvement of staff and management.

Management of the activities in a designated time span was accomplished by breaking the project into phases. These phases should be considered the plan of implementation in the school district. A phase is defined by the specific tasks which are to be accomplished during the phase:

Phase 1

1. Develop cost reporting and budgeting system based on acceptable program structure.
2. Modify present financial reporting system and develop format for new management reports.
3. Define instructional programs at level C for the music program.
4. Utilize music program as a pilot for development of other curricular areas in level C.
5. Define all instructional programs at level C.
6. Determine personnel and student ratios for present level C subprograms.
7. Establish objectives for present level C subprograms.
8. Prepare budgeting procedures for implementation of an automated preparation of the budget.

Phase 2

1. Analyze present level C subprograms and determine areas for more intensive research and systems analysis.
2. Provide format for accounting and budgeting level C subprograms in budgets (internal reporting only).
3. Develop objectives for level C subprogram areas.
4. Report expenditures by selected level C categories.
5. Develop management information system for reporting costs and statistical information to management on subprograms.
6. Analyze selected existing subprograms and prepare alternative subprograms to meet objectives.
7. Continue training of staff in PPBS management concept results.

Phase 3

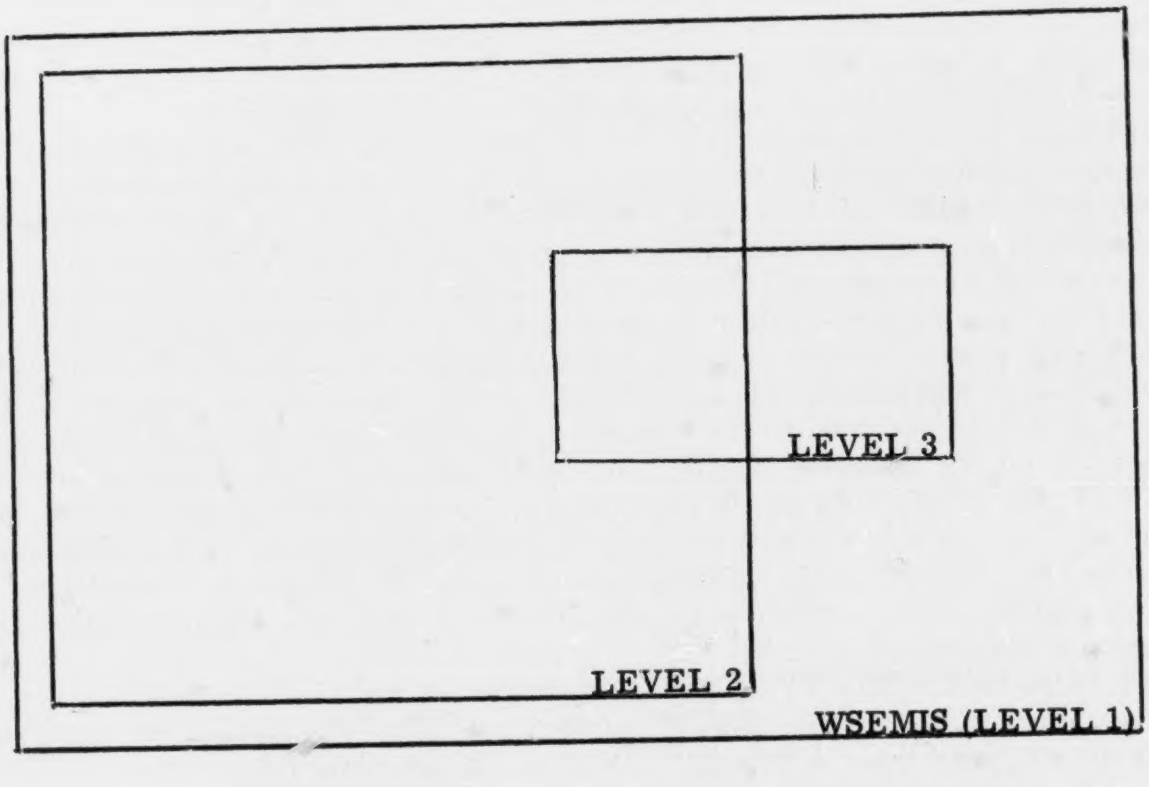
1. Continue to develop skills in preparing level C subprograms for management decisions.
2. Conduct follow-ups on results of level C budgeting to ascertain if programs have met objectives previously approved and included in the budget.

Included in Appendix C are guidelines used in developing the Shoreline system, entitled "Principles of Design," and a copy of the program structure definition, coding, and the detail program structure which lists the codes and titles of each category contained in the PPBS program structure.

Section 3

PROPOSED MANAGEMENT SYSTEM FOR THE STATE OF WASHINGTON

This section begins with a breakdown of the three levels of Management Information Systems (MIS) which are discussed throughout the remainder of this document. This is followed by senate resolution 1970-EX21, which is followed by the proposed MIS referred to as level 1. Management Information Systems of level 2 and level 3 nature are discussed, in order, in a later part of the section.



Levels of a State Management Information System

The proposed MIS in this section is not an "all or nothing" system. On the contrary, it is flexible and the processes and concepts of the level 1 system are applicable at all levels.[1] The above diagram shows the perspective and scope of the three levels of the MI Systems. Level 1 is a very comprehensive MIS; it contains all needed educational information and all needed software to process data in required information for educational decision making and management of the system. Level 2 is a subject of level 1. The second level requires less information and software and is viewed as being synonymous with a PPB system. The third level is a microsystem. This system uses only the data presently available at the SPI offices in Olympia. The level 3 system then is also viewed as a small subsystem of the level 1 MIS.

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[1] The proposed systems are not all inclusive. The designs and discussion encountered in the following pages should be viewed by the reader as models to: 1) inform; 2) communicate principles and complexities; 3) be used as a foundation for launching such undertaking in the State of Washington; and 4) provide decision makers with some alternatives, and where possible, costs associated with the alternatives.

SENATE RESOLUTION 1970–EX21

WHEREAS, The need for accurate information is of paramount importance and growing year by year; and

WHEREAS, Top level government decision makers, legislators, legislative committees, educators, and boards of education want to improve education, but they do not always have the accurate facts, trends, and projections with which to make proper decisions; and

WHEREAS, Much valuable information is being collected, recorded and reported but is often not available in useful form to the appropriate people at the right time; and

WHEREAS, Local school districts are making individual efforts in the development of data systems; and

WHEREAS, Implementation of the state-wide educational information system will require the establishment of any information network leading from the data sources to the larger organizational levels; and

WHEREAS, This information network should be designed so that information may flow freely in any volume, form, sequence, or combination required for each user of the system; and

WHEREAS, Several states have recognized the need for providing funds for the development and implementation of comprehensive educational information systems; and

WHEREAS, Progress must be made in developing standard procedures of reporting methods in order to determine adequate levels of information support; and

WHEREAS, the cost of the development of such a coordinated information system must be considered in addition to the cost of operation of the present information system;

NOW, THEREFORE, BE IT RESOLVED, By the Senate, that the State Superintendent of Public Instruction in concert with the State data processing advisory committee be instructed to develop for presentation to the 1971 Session of the Legislature the plans for and the anticipated cost of: (1) The detailed assessment and determination of information needs at the state level and intermediate and local school district levels; (2) The specific design of a coordinated system for collection and transmitting the needed information, with special attention to (a) the automation of the process, and (b) the potential role of the state-wide system of intermediate school districts (in the operating system); and (3) A pilot test of the system in one or more selected local and intermediate school districts. The Superintendent in concert with the data processing advisory committee, during the process of collecting data for such presentation, shall inform himself of activities related thereto carried on by the Temporary Special Levy Study Commission and the Joint Committee on Education and include in his presentation material thus obtained when pertinent thereto.

BE IT FURTHER RESOLVED, That the Secretary of the Senate transmit a copy of this Senate Resolution to the State Superintendent of Public Instruction and the state data processing advisory committee. February 9, 1970–Adopted as amended.

Proposed Washington State Educational Management Information System (WSEMIS) Level 1

As has been indicated, the State of Washington is in need of a management information system which will provide:

1. Alternative ways of reaching each educational objective.
2. Estimated costs of each alternative.
3. Estimated expected results of each alternative.
4. Estimated cost-benefit and/or cost-effectiveness trade-off among alternatives.
5. Estimated impact of the proposed programs or alternatives upon existing programs.

The state's need appears to fit very well into a PPBS. However, one might expand the information required to support a PPBS to include all the identifiable educational information needed, both now and in the future, to effect the management of the state educational system.[1]

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[1] **Management functions referred to are: planning, organizing, decision making, directing, controlling, staffing, and communicating.**

Figure 1

WASHINGTON STATE'S EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

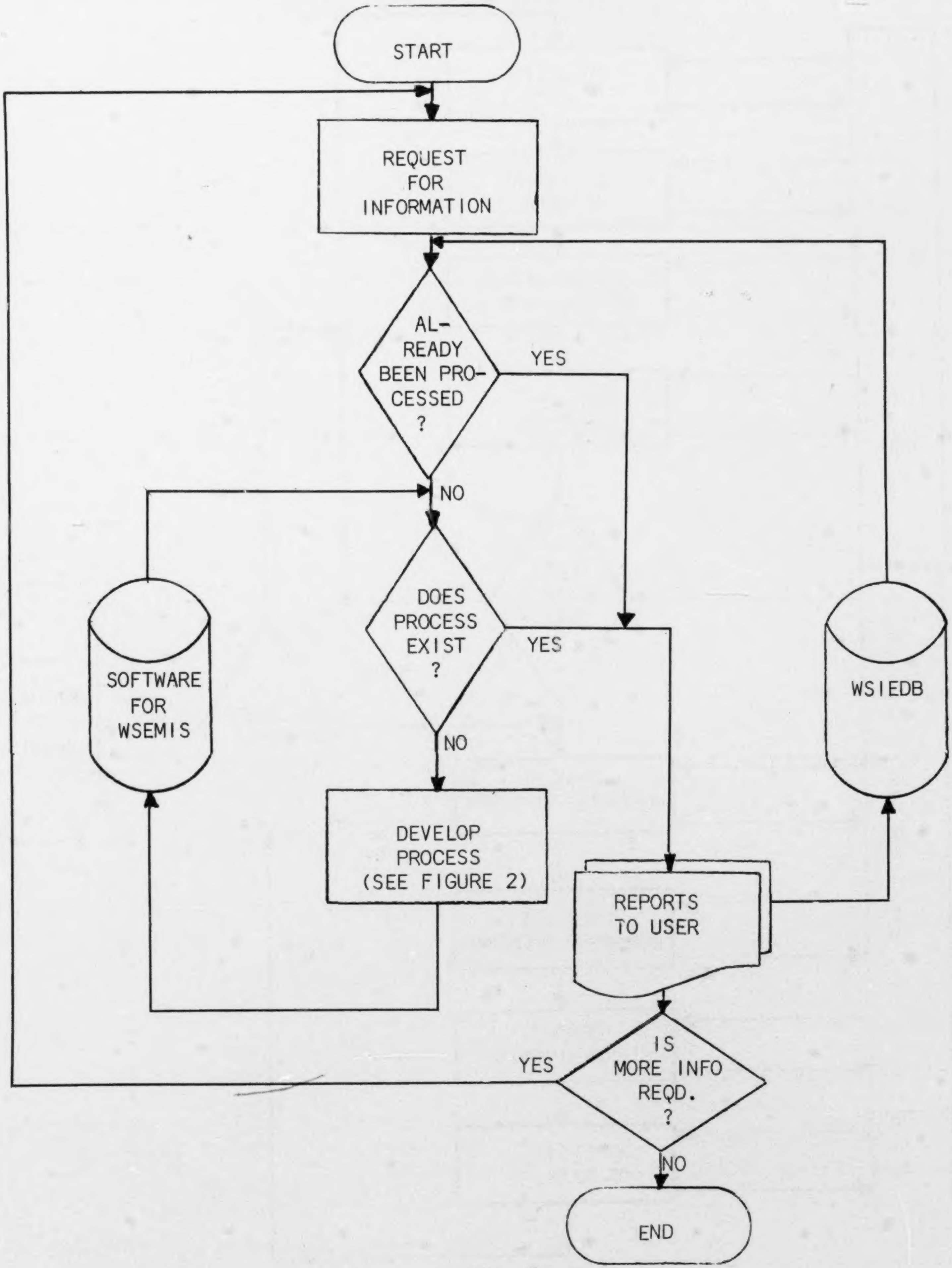

START
REQUEST FOR INFORMATION
AL-READY BEEN PRO-CESSED ?
YES
NO
DOES PROCESS EXIST ?
YES
NO
SOFTWARE FOR WSEMIS
WSIEDB
DEVELOP PROCESS (SEE FIGURE 2)
REPORTS TO USER
IS MORE INFO REQD. ?
YES
NO
END

Figure 2

SYSTEM FOR DEVELOPING SOFTWARE FOR WSEMIS FOR EDUCATIONAL SIMULATION

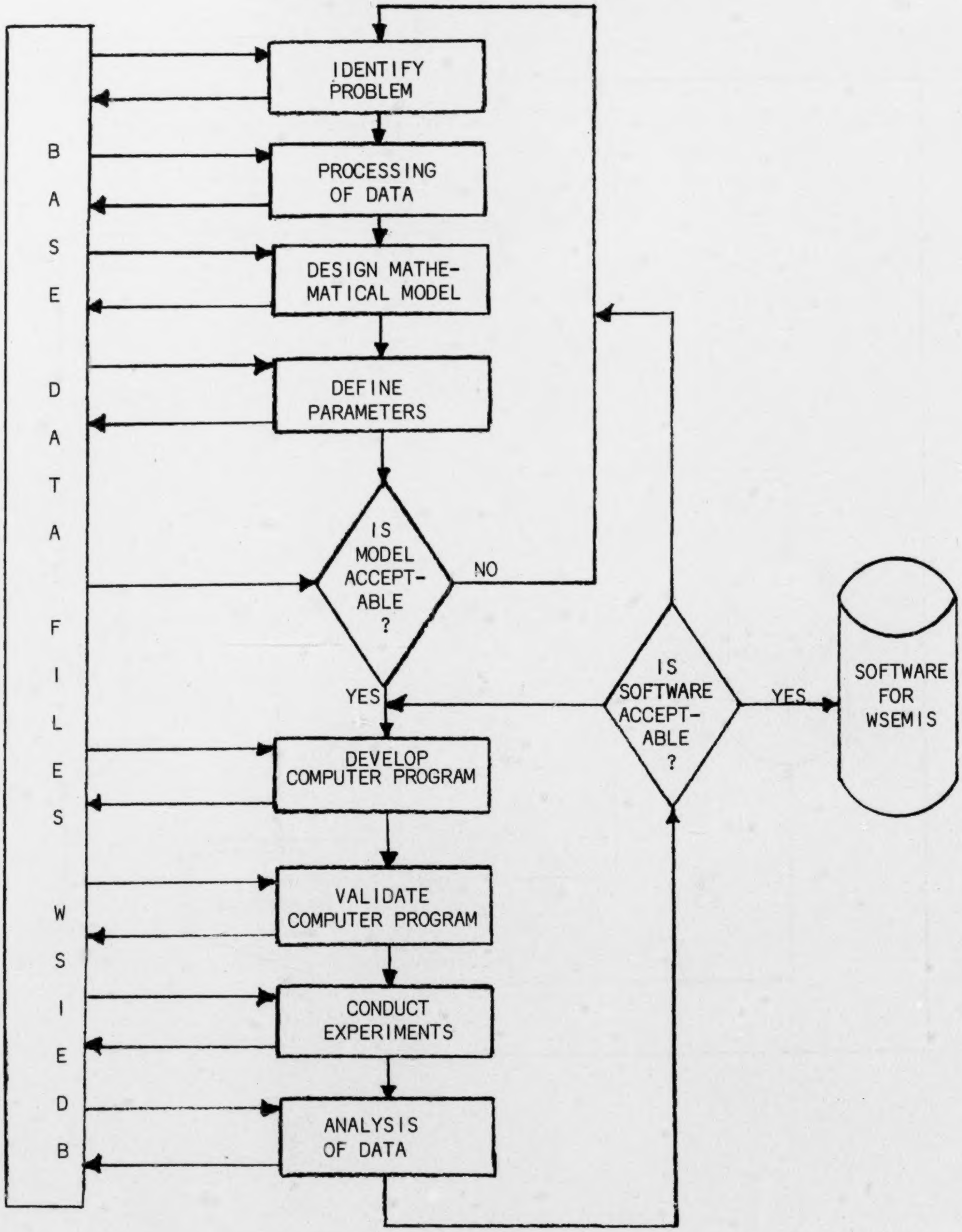

BASE DATA FILES WSIEDB
IDENTIFY PROBLEM
PROCESSING OF DATA
DESIGN MATHEMATICAL MODEL
DEFINE PARAMETERS
IS MODEL ACCEPTABLE ?
NO
YES
DEVELOP COMPUTER PROGRAM
VALIDATE COMPUTER PROGRAM
CONDUCT EXPERIMENTS
ANALYSIS OF DATA
IS SOFTWARE ACCEPTABLE ?
YES
SOFTWARE FOR WSEMIS

Figure 3

WASHINGTON STATE INTEGRATED EDUCATIONAL DATA BANK

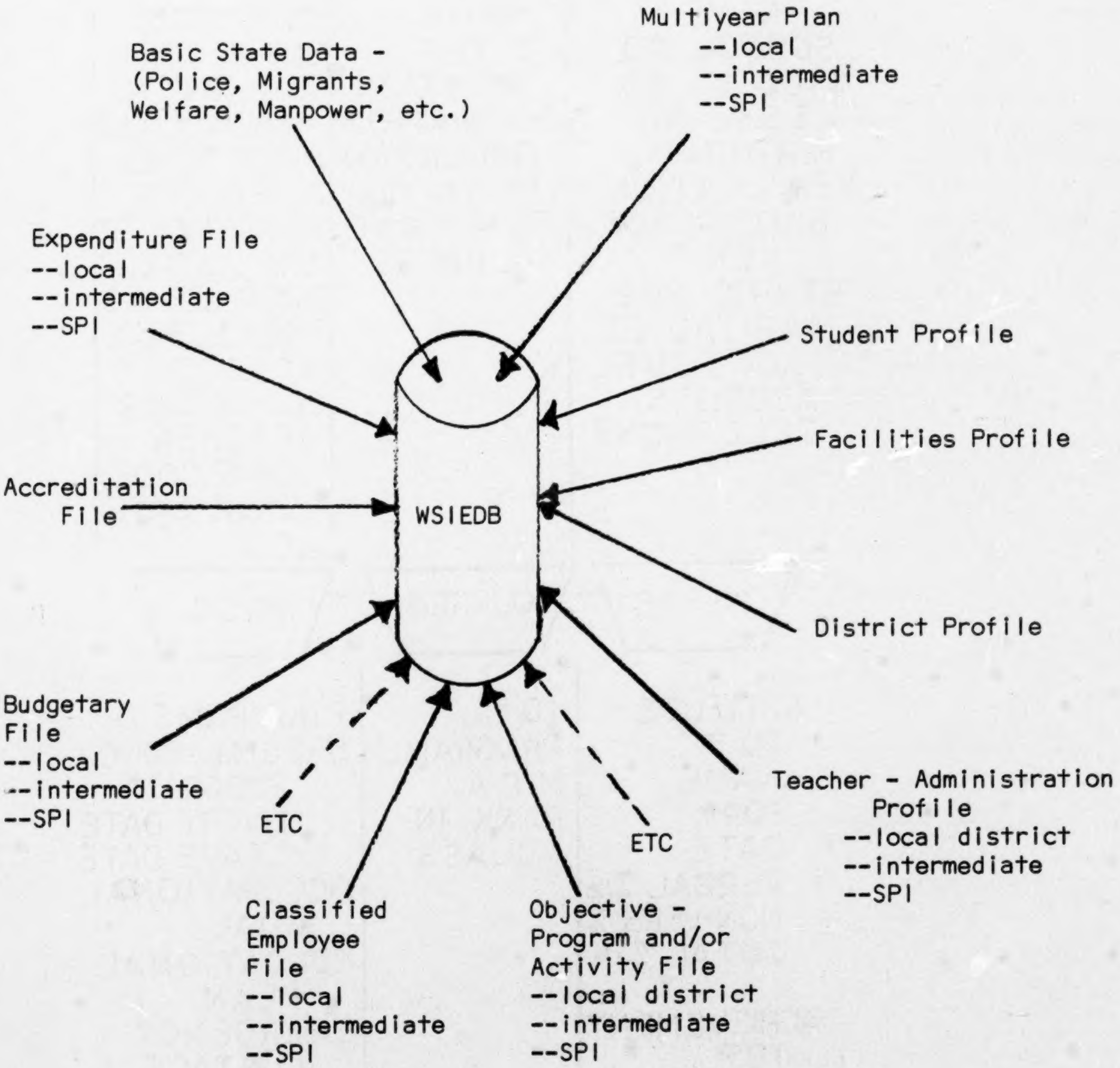
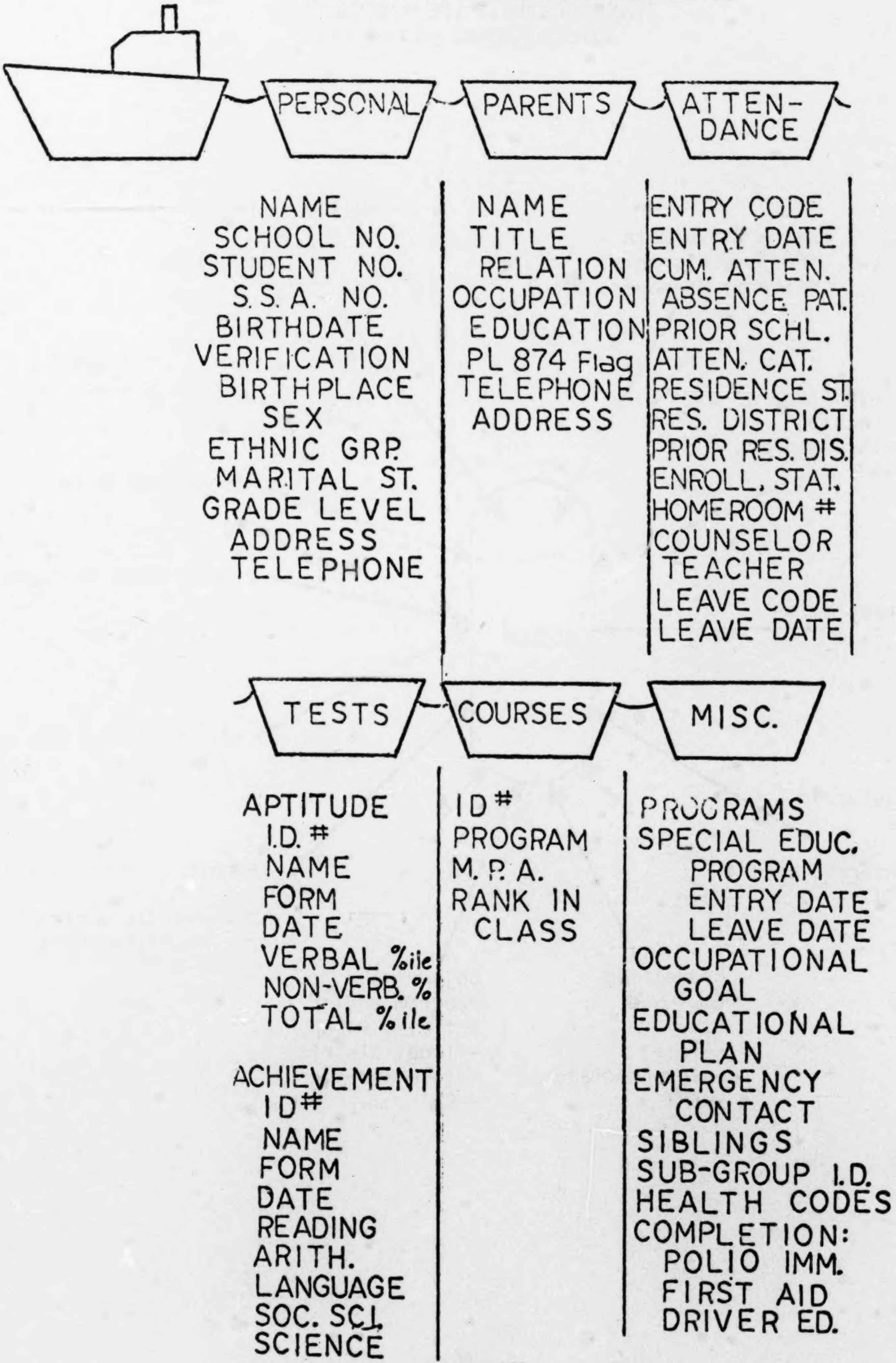

Multiyear Plan
--local
--intermediate
--SPI
Basic State Data -
(Police, Migrants,
Welfare, Manpower, etc.)
Expenditure File
--local
--intermediate
--SPI
Student Profile
Facilities Profile
Accreditation
File
WSIEDB
District Profile
Budgetary
File
--local
--intermediate
--SPI
ETC
ETC
Teacher - Administration
Profile
--local district
--intermediate
--SPI
Classified
Employee
File
--local
--intermediate
--SPI
Objective -
Program and/or
Activity File
--local district
--intermediate
--SPI

Figure 4
STUDENT MASTERFILE DATA ELEMENTS



PERSONAL

- NAME
- SCHOOL NO.
- STUDENT NO.
- S. S. A. NO.
- BIRTHDATE
- VERIFICATION
- BIRTHPLACE
- SEX
- ETHNIC GRP.
- MARITAL ST.
- GRADE LEVEL
- ADDRESS
- TELEPHONE

PARENTS

- NAME
- TITLE
- RELATION
- OCCUPATION
- EDUCATION
- PL 874 Flag
- TELEPHONE
- ADDRESS

ATTEN-DANCE

- ENTRY CODE
- ENTRY DATE
- CUM. ATTEN.
- ABSENCE PAT.
- PRIOR SCHL.
- ATTEN. CAT.
- RESIDENCE ST.
- RES. DISTRICT
- PRIOR RES. DIS.
- ENROLL. STAT.
- HOMEROOM #
- COUNSELOR
- TEACHER
- LEAVE CODE
- LEAVE DATE

TESTS

- APTITUDE
  - I.D. #
  - NAME
  - FORM
  - DATE
  - VERBAL %ile
  - NON-VERB. %
  - TOTAL %ile
- ACHIEVEMENT
  - ID#
  - NAME
  - FORM
  - DATE
  - READING
  - ARITH.
  - LANGUAGE
  - SOC. SCI.
  - SCIENCE

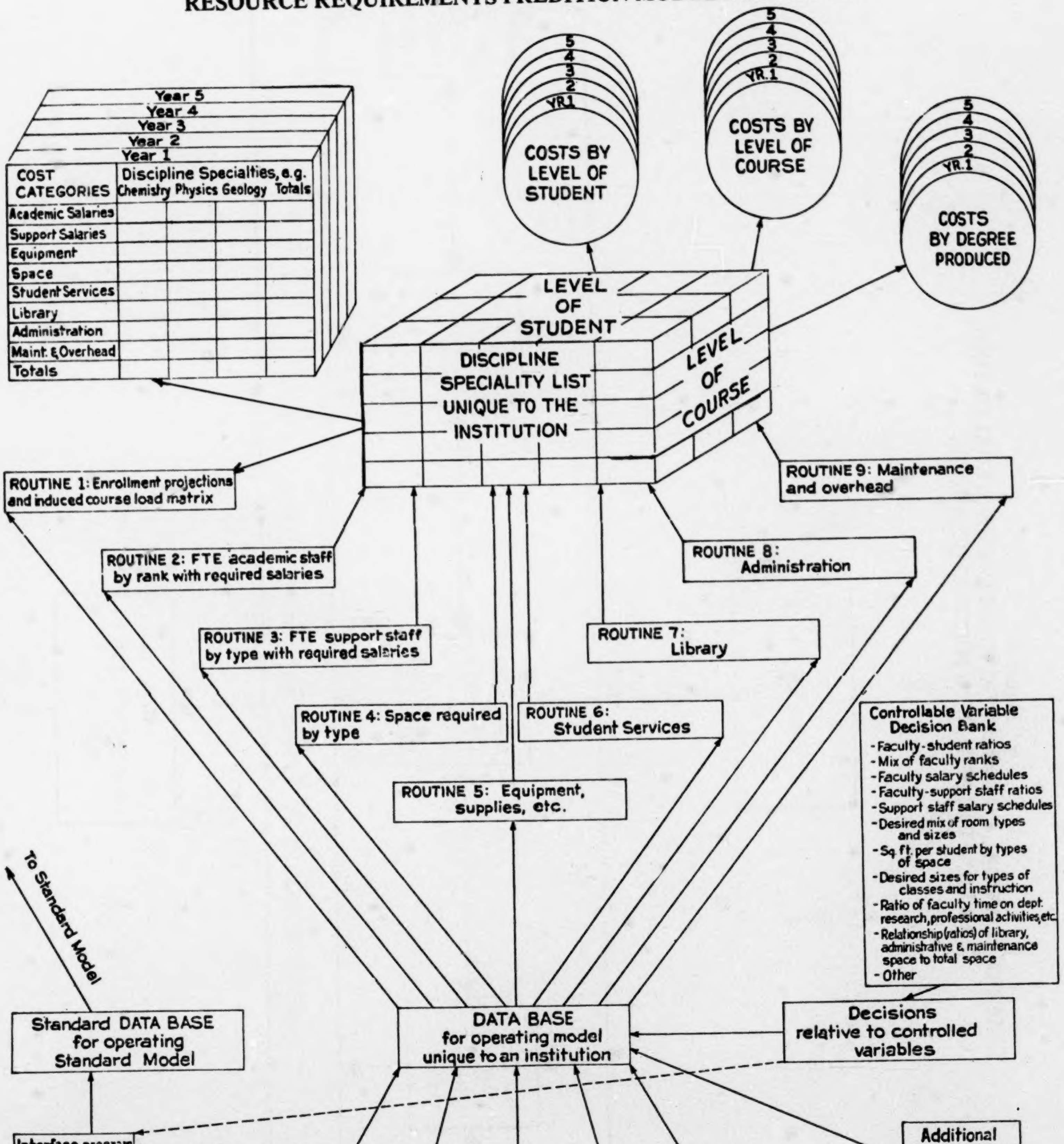
COURSES

- ID#
- PROGRAM
- M. P. A.
- RANK IN CLASS

MISC.

- PROGRAMS
- SPECIAL EDUC.
  - PROGRAM
  - ENTRY DATE
  - LEAVE DATE
- OCCUPATIONAL GOAL
- EDUCATIONAL PLAN
- EMERGENCY CONTACT
- SIBLINGS
- SUB-GROUP I.D.
- HEALTH CODES
- COMPLETION:
  - POLIO IMM.
  - FIRST AID
  - DRIVER ED.

Figure 5
RESOURCE REQUIREMENTS PREDITION MODEL FOR WICHE


Year 5
Year 4
Year 3
Year 2
Year 1
COST CATEGORIES
Discipline Specialties, e.g.
Chemistry Physics Geology Totals
Academic Salaries
Support Salaries
Equipment
Space
Student Services
Library
Administration
Maint. & Overhead
Totals
5
4
3
2
YR.1
COSTS BY LEVEL OF STUDENT
5
4
3
2
YR.1
COSTS BY LEVEL OF COURSE
5
4
3
2
YR.1
COSTS BY DEGREE PRODUCED
LEVEL OF STUDENT
DISCIPLINE SPECIALITY LIST UNIQUE TO THE INSTITUTION
LEVEL OF COURSE
ROUTINE 1: Enrollment projections and induced course load matrix
ROUTINE 2: FTE academic staff by rank with required salaries
ROUTINE 3: FTE support staff by type with required salaries
ROUTINE 4: Space required by type
ROUTINE 5: Equipment, supplies, etc.
ROUTINE 6: Student Services
ROUTINE 7: Library
ROUTINE 8: Administration
ROUTINE 9: Maintenance and overhead
Controllable Variable Decision Bank
- Faculty-student ratios
- Mix of faculty ranks
- Faculty salary schedules
- Faculty-support staff ratios
- Support staff salary schedules
- Desired mix of room types and sizes
- Sq. ft. per student by types of space
- Desired sizes for types of classes and instruction
- Ratio of faculty time on dept. research, professional activities, etc.
- Relationship (ratios) of library, administrative & maintenance space to total space
- Other
To Standard Model
Standard DATA BASE for operating Standard Model
DATA BASE for operating model unique to an institution
Decisions relative to controlled variables
Interface program for production of compatible Exchange Data
Additional data needed for specific models
Student Files (include standard data elements)
Staff Personnel Files (include standard data elements)
Accounting System and Financial Files (include standard data elements)
Facilities Files (include standard data elements)
Course Master Index (include standard data elements)

PREPARED BY:
MANAGEMENT INFORMATION SYSTEMS PROGRAM
WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Figure 6
GENERAL MODEL FOR ANALYZING, DESIGNING, EVALUATING, OPERATING AND MONITORING THE WSEMIS

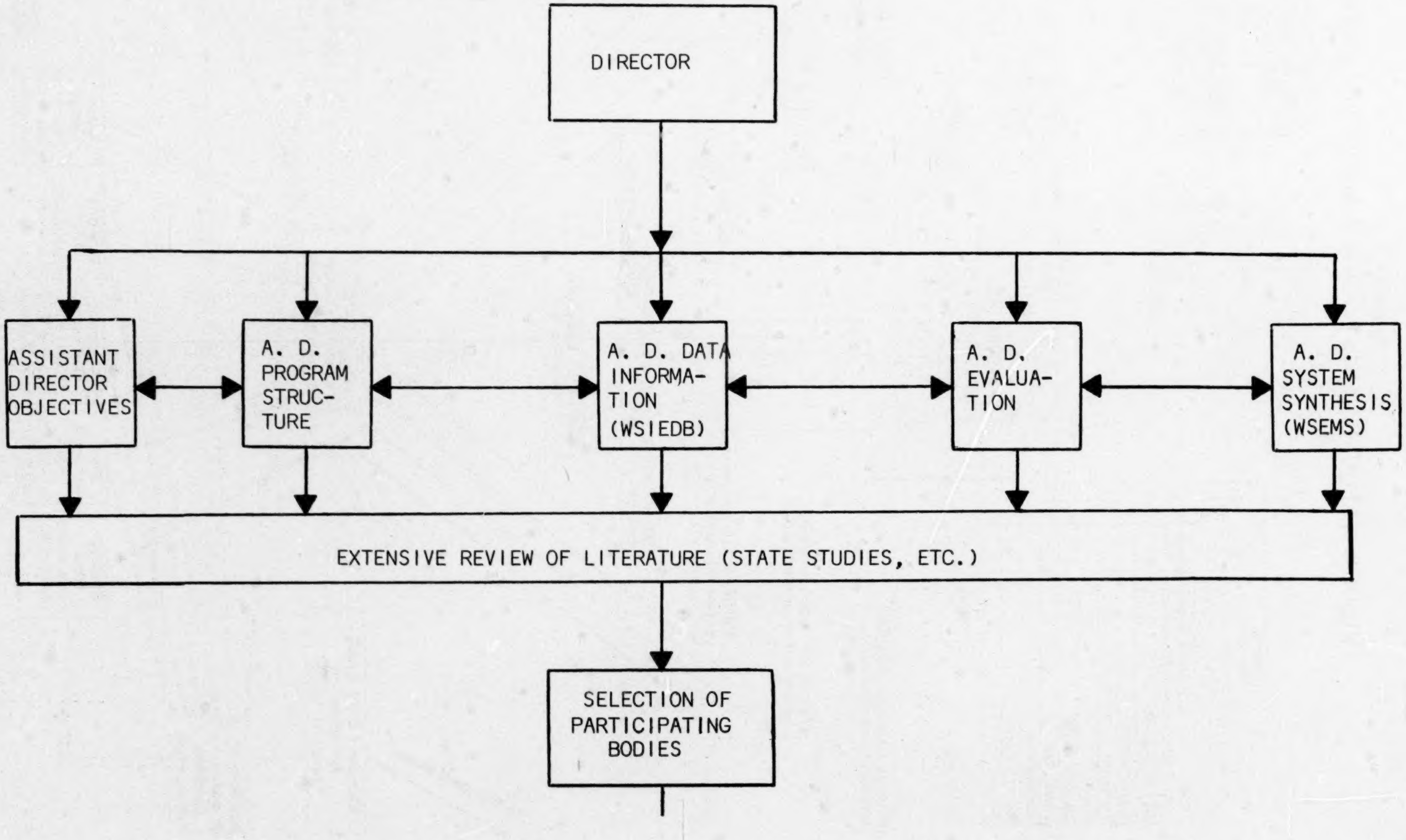
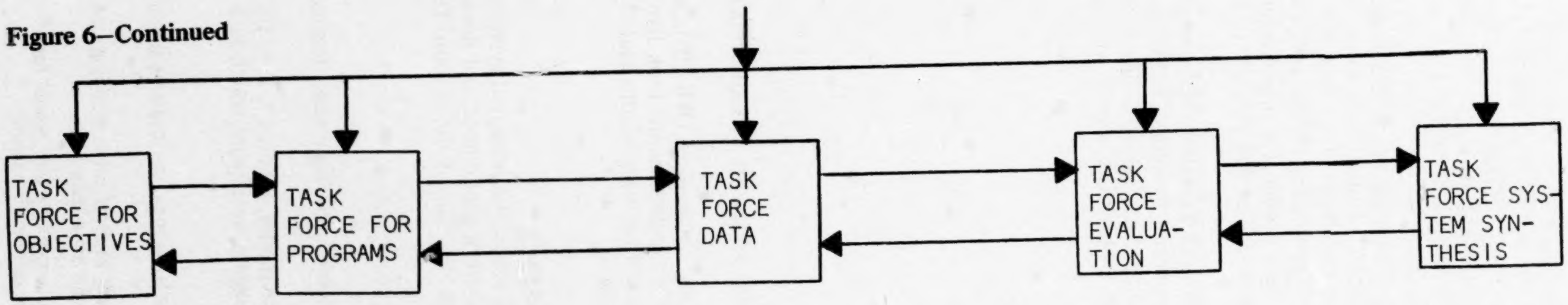

DIRECTOR
ASSISTANT DIRECTOR OBJECTIVES
A. D. PROGRAM STRUCTURE
A. D. DATA INFORMATION (WSIEDB)
A. D. EVALUATION
A. D. SYSTEM SYNTHESIS (WSEMS)
EXTENSIVE REVIEW OF LITERATURE (STATE STUDIES, ETC.)
SELECTION OF PARTICIPATING BODIES

Figure 6—Continued



- --nature and functions of objectives
- --characteristics of objectives
- --quality; outputs
- --etc.
- --criteria for attainment and indicator
- --inservice training program and materials
- --plan and management process for implementation

- --relating programs to objectives
- --alternative programs for objectives
- --least cost alternatives
- --budget cycle
- --determine reporting requirements
- --accounting system
- --crosswalking plan
- --etc.
- --inservice training program and materials
- --plan and management process for implementation

- --determine what additional information is needed to evaluate data
- --design instruments to collect evaluative information
- --where changes in forms or new forms are required developing crosswalking plan
- --format for data reporting
- --etc.
- --inservice training program and materials
- --plan and management process for implementation

- --develop models to process data into information for decision makers, indicators, etc.
- --set tolerance intervals
- --develop software for evaluation, planning, projections, etc.
- --format for evaluation reporting/objective
- --etc.
- --inservice training programs and materials
- --plan and management process for implementation

- --synthesis and systems work necessary to properly handle interdependencies and interrelationships
- --filter out redundant information, etc. and duplications of effort
- --put together the MIS package as an information system
- --document programs
- --etc.
- --inservice training programs and materials
- --plan and management process for implementation

The system proposed[1] by the authors can best be described by a model. Figure 1 illustrates the proposed management system which, after this point will be referred to as the Washington State Educational Management Information System (WSEMIS). In its simplest form, WSEMIS contains all relevant data in what is referred to as the Washington State Integrated Educational Data Bank (WSIEDB) and all of the software required to produce all the information to meet management needs. Thus, the WSEMIS consists of two main components: 1) the software and 2) the data bank.

A process for developing software which will process data into needed information in the desired formation is shown in Figure 2. Figure 2 is essentially a process which emphasizes simulation using the model and software before updating the software bank of the WSEMIS. This technique is not new, but it insures management of having software which will, in fact, perform the desired processing projections, etc.

The WSIEDB, as was mentioned previously, contains all of the base data needed for management decisions. Figure 3 shows the proposed data bank (WSIEDB) and the suggested files and profiles to be developed, integrated, and contained in the base data bank.[2]

While there are many approaches to educational information systems, Project Yardstick, Midwestern States Educational Information Project (MSEIP), California Education Information System (CEIS), etc., California's is perhaps the most comprehensive. In an effort to show what a student profile looks like in an operating information system, the following figures were extracted from California's report on the Education Information System and can be found in Appendix K.

1. CEIS Pupil Subsystem
2. CEIS Process Control Functions
3. CEIS Student History File
4. CEIS Test Scoring
5. CEIS Master Schedule Builder
6. CEIS Student Scheduling
7. CEIS Mark Reporting
8. CEIS Attendance Accounting
9. CEIS Educational Planning

Figure 4 shows a detailed breakdown of the data elements in the student masterfile of California's system.

Another approach, that of the Western Interstate Commission on Higher Education (WICHE), is quite a good example of what a management information system for higher education might look like. Further, it might well be this system that the institutions of higher learning will be using in this state.[3] Figure 5 shows the Resource Requirements Prediction Model of the WICHE system.

System for Analyzing, Designing, Evaluating, Operating, and Monitoring the WSEMIS

Much like the models and systems that were presented in the preceeding pages, the proposed system for analyzing, designing, evaluating, operating, and monitoring the WSEMIS is very generalized and does not show all of the processes inferred within the model. Figure 6 is a block diagram of the system. It should be noted that:

1. The model requires the selection of an over-all project direction.
2. The model suggests that there be five assistant directors selected and five task forces consolidated.
3. Horizontal interaction and communication is assumed throughout the model. Figures 7, 8, 9, 10, and 11 provide a further breakdown of the task force groups and suggest areas from which task force members might be selected.

---

[1] The proposed systems and systems' diagrams have not been developed to show minute details. As such, the diagrams are on the macro scale, showing only the over-all processes in block diagram form.

[2] Note that the proposed data bank contains a wide range of data, some of which would support other planning and management systems. The question then arises, as to whether or not the state should consider a State Data Bank.

[3] This being the case, anyone charged with taking the concepts expressed throughout this document, further, would have to spend time analyzing what the WICHE system has to offer and how the two systems might be dovetailed together.

Figure 7 shows the components of the task force for objectives. It is anticipated that this group will rely heavily on those objectives that have already been written by other states such as: Florida, Colorado, Oregon, California, etc.

Figure 7

TASK FORCE ON OBJECTIVES

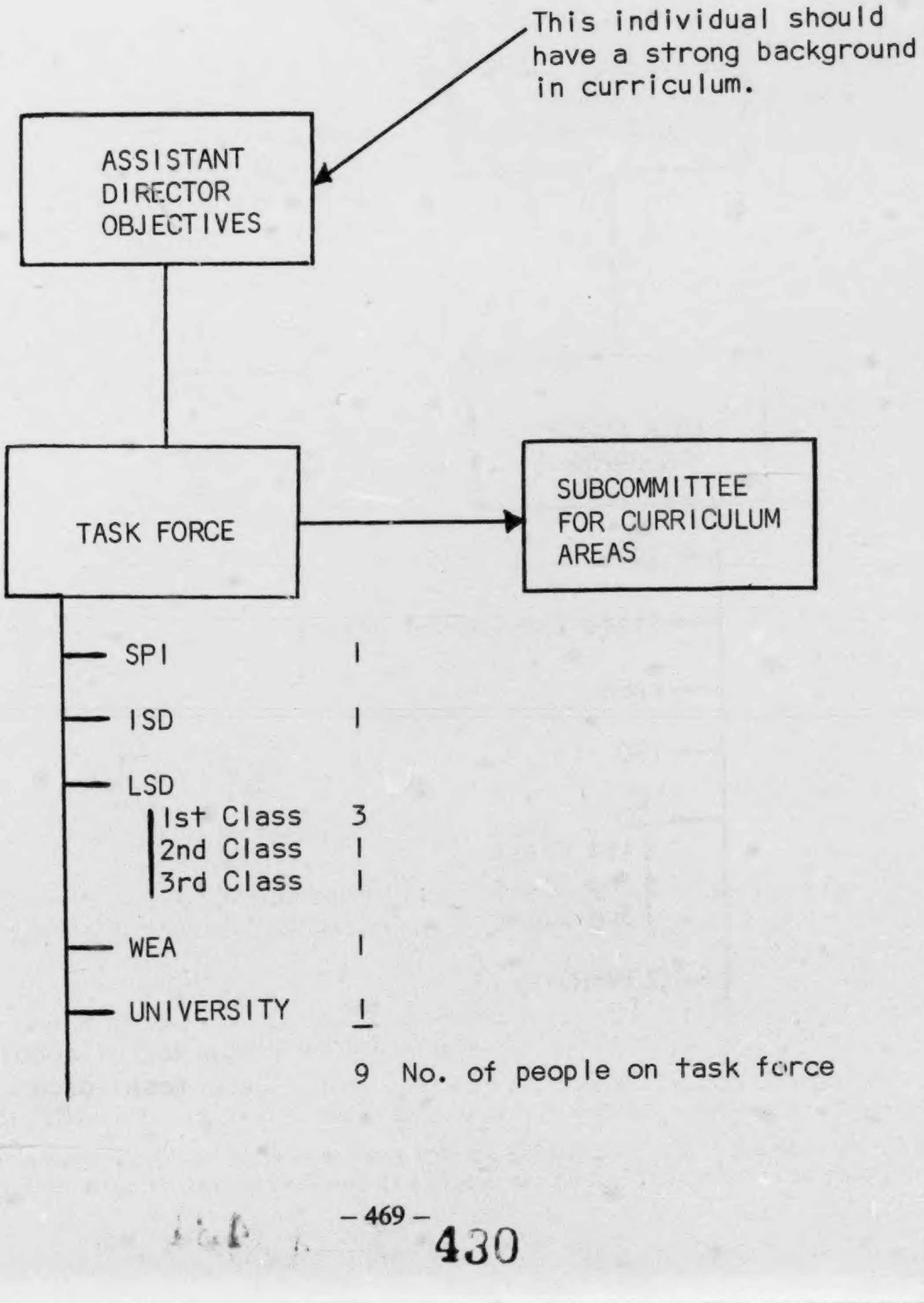

This individual should have a strong background in curriculum.
ASSISTANT DIRECTOR OBJECTIVES
TASK FORCE
SUBCOMMITTEE FOR CURRICULUM AREAS
SPI 1
ISD 1
LSD
1st Class 3
2nd Class 1
3rd Class 1
WEA 1
UNIVERSITY 1
9 No. of people on task force

Figure 8 illustrates the constituents of the task force group for program structures. The members of the group stem from organizations similar to those in Figure 7, except WEA is not represented in this group, whereas WASA and the state examiners office are represented in the business-programs task group.

Figure 8

TASK FORCE ON FINANCE, BUSINESS, AND PROGRAMS

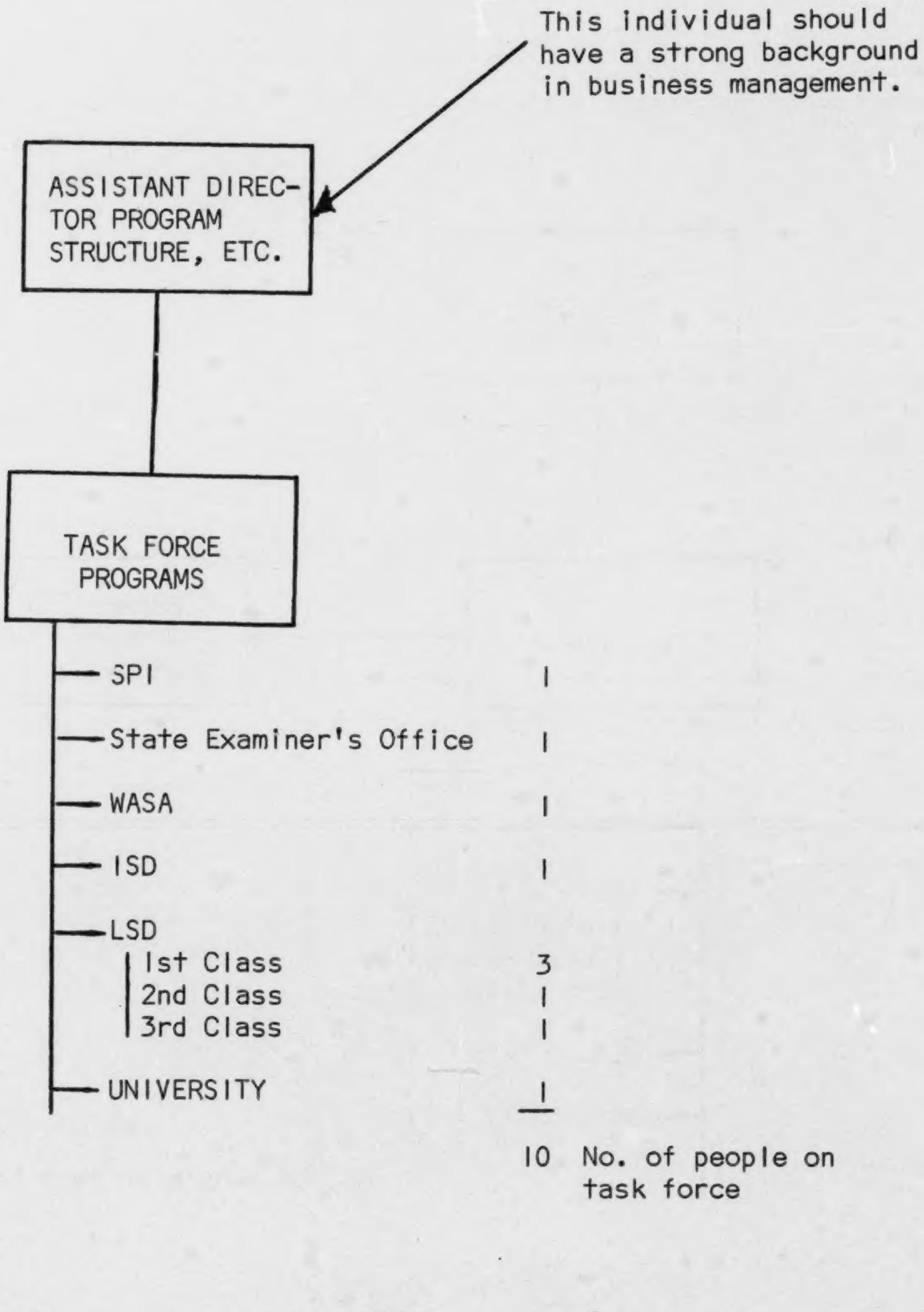
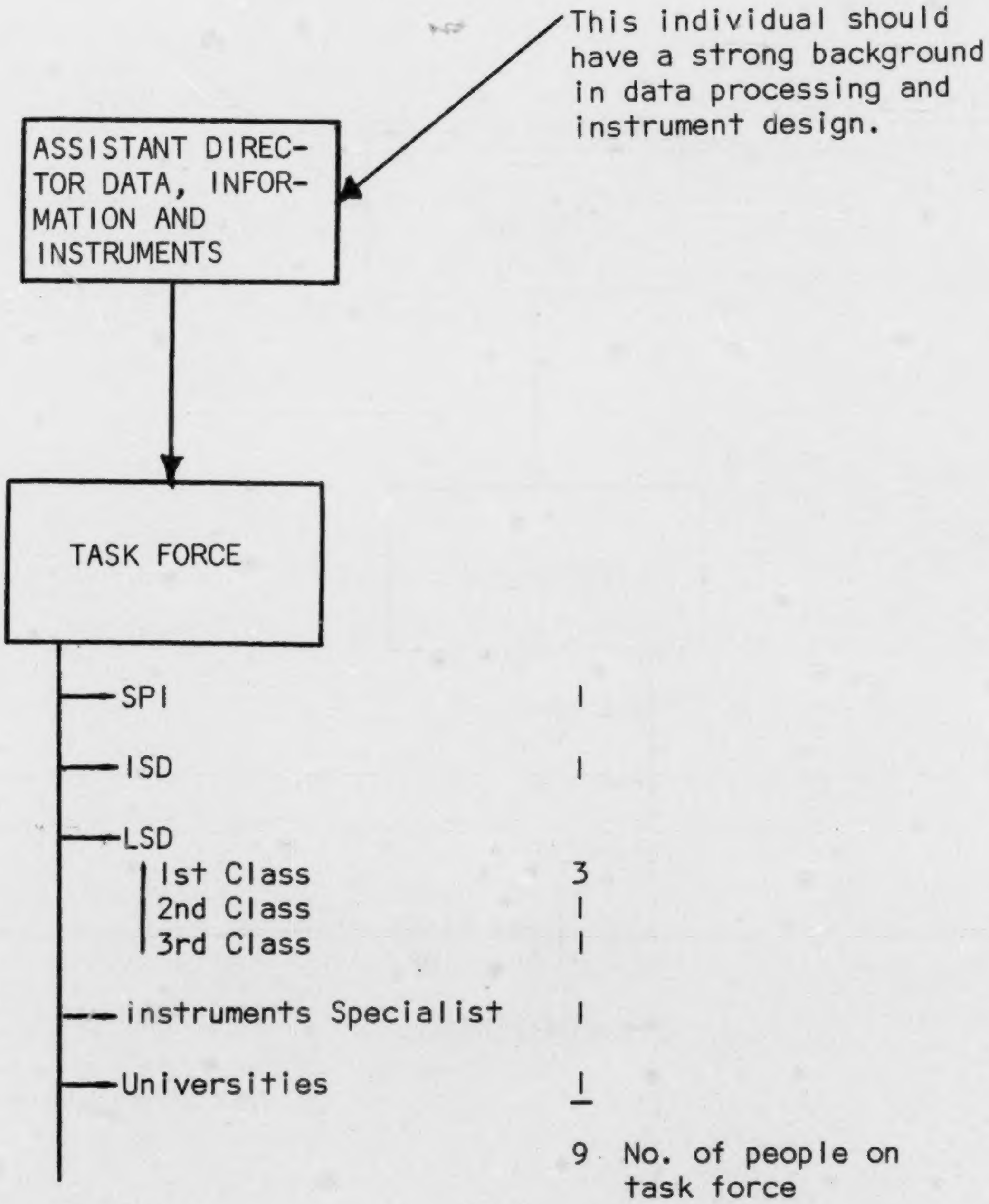

This individual should have a strong background in business management.
ASSISTANT DIRECTOR PROGRAM STRUCTURE, ETC.
TASK FORCE PROGRAMS
SPI 1
State Examiner's Office 1
WASA 1
ISD 1
LSD
1st Class 3
2nd Class 1
3rd Class 1
UNIVERSITY 1
10 No. of people on task force

Figure 9, which shows the task force group for data processing and instrument development, naturally includes persons with backgrounds in these areas. It may well be that the universities can provide several valuable resources at this level.

Figure 9

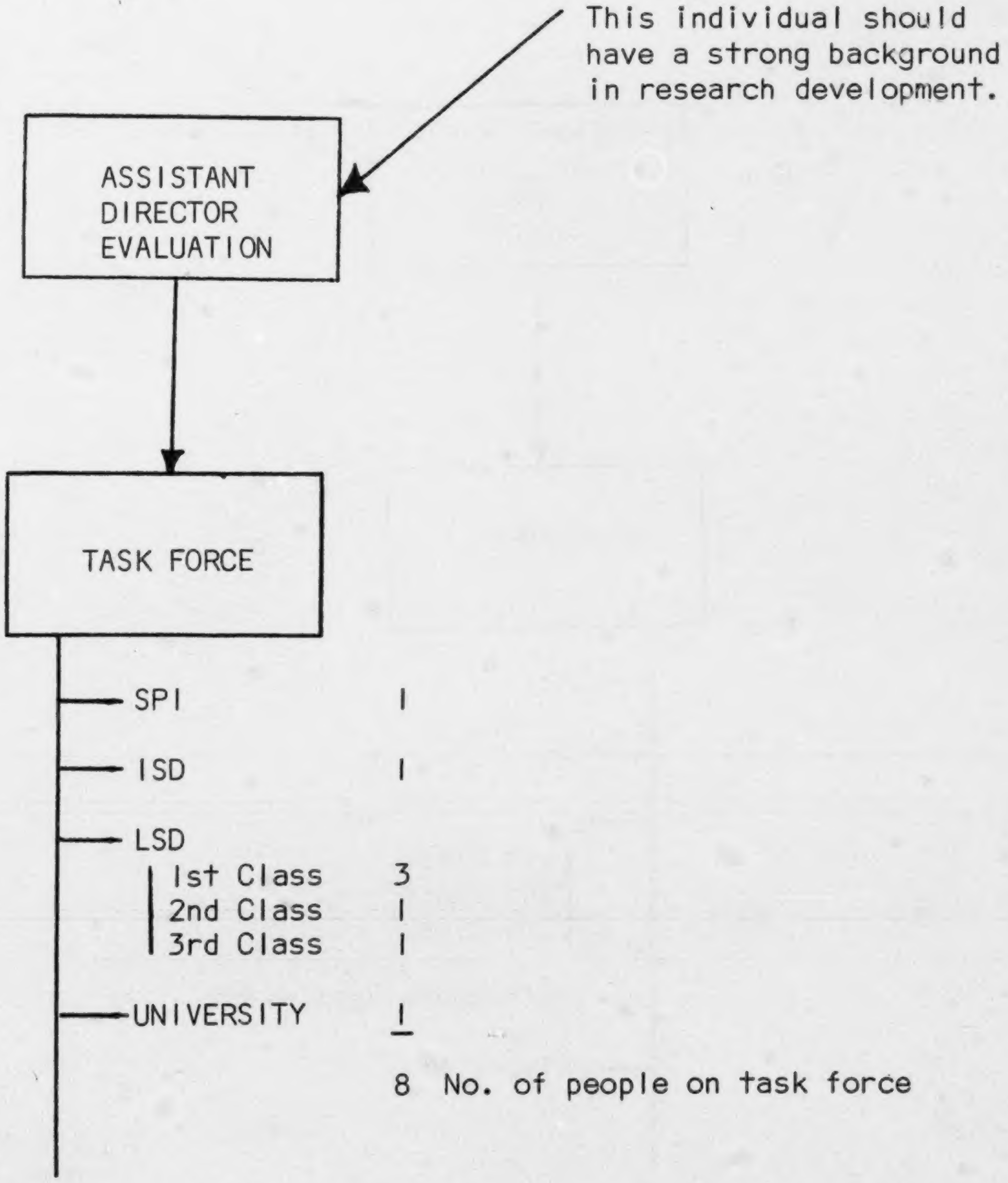
TASK FORCE ON DATA ANALYSIS AND INSTRUMENTS


This individual should have a strong background in data processing and instrument design.
ASSISTANT DIRECTOR DATA, INFORMATION AND INSTRUMENTS
TASK FORCE
SPI 1
ISD 1
LSD
1st Class 3
2nd Class 1
3rd Class 1
instruments Specialist 1
Universities 1
9 No. of people on task force

The membership, in numbers, for the task force on evaluation processes is shown in Figure 10. Perhaps university personnel could donate more than one representative to this group, as most of the basic research and development in education occurs at the colleges and universities. Thus, their inputs should not be overlooked.

Figure 10

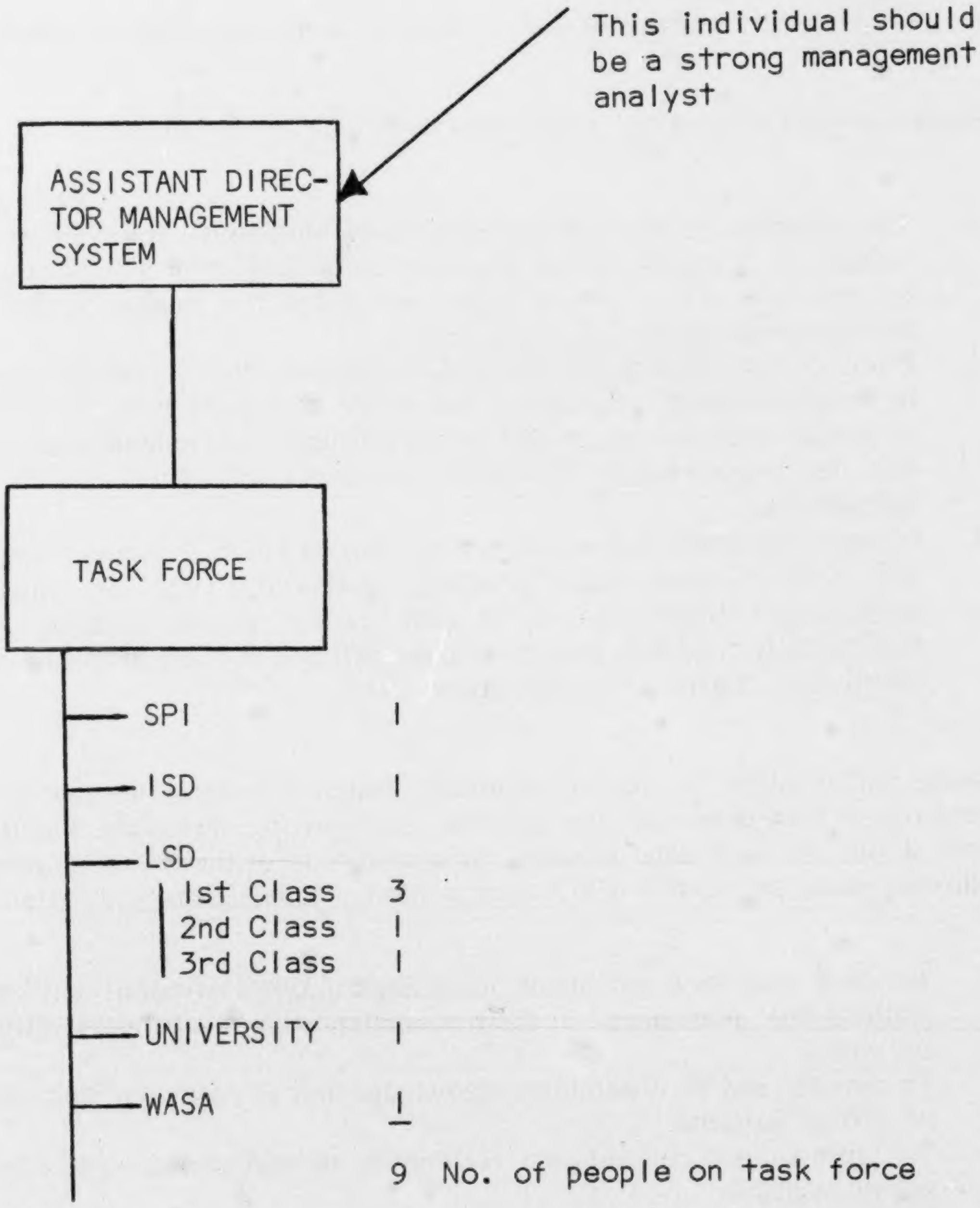
TASK FORCE ON EVALUATION


This individual should have a strong background in research development.
ASSISTANT DIRECTOR EVALUATION
TASK FORCE
SPI 1
ISD 1
LSD
1st Class 3
2nd Class 1
3rd Class 1
UNIVERSITY 1
8 No. of people on task force

The strings have to be pulled together somewhere and the management systems task force is where the synthesis takes place. Once again, WASA might be represented in this group.

Figure 11

TASK FORCE ON MANAGEMENT SYSTEM SYNTHESIS



This individual should be a strong management analyst

ASSISTANT DIRECTOR MANAGEMENT SYSTEM
TASK FORCE
SPI 1
ISD 1
LSD
1st Class 3
2nd Class 1
3rd Class 1
UNIVERSITY 1
WASA 1
9 No. of people on task force

Objectives: The Heart of any Management System

Objectives are the foundation of any management system as they provide a base for defining activities, or in this case, programs. An objective refers to a statement of intent which includes:

1. A description of the target population, number, etc.
2. The information skills or behavior to be demonstrated by the target population.
3. A description of the environment or setting in which the activity or behavior is to take place or to be demonstrated. This also provides one with the setting in which the evaluation is to take place.
4. The minimum criteria which must be attained in order that the predetermined objective be judged met.
5. The elapse time span and date of expected behavior or achievement. (McAbee, 1969)

Some examples of properly stated objectives might be as follows:

1. The objective of this occupational curriculum is to train 30 women, currently on welfare, in practical nursing skills and knowledges, in classroom and clinical settings, to pass the state's examination and enter the health service work force in a nine-month program. (McAbee, 1969)
2. Proposed accomplishment (objective): During 1969-71, provide basic literacy training for approximately 100 public assistance recipients with an estimated 54 percent successful completion; provide training toward the General Educational Development test for approximately 300 public assistance recipients with 25 percent successful completion.
3. Proposed accomplishment (objective): During 1969-71, prepare annually an estimated 255 teachers with basic teaching certificates, who are qualified teachers of handicapped children, *i.e.,* those with hearing, speech, visual and physical handicaps, the mentally retarded, and those with extreme learning problems exclusive of mental retardation. (Office of the Governor, 1969)

Goals, which might be viewed as broadly stated objectives oriented towards statements of desired outcomes over a long period of time, provide the basis for objectives. The difference between goals and objectives should be made clear through the comparison of the following goals with the above objectives. The following goals, prepared in 1962, were presented to Congress by a national advisor commission:

1. To teach and train personnel, including all types of talent and all degrees of capability, realizing that personnel and their competence are the primary resource of the nation and the world.
2. To develop and to disseminate knowledge and to point out areas of its application for the benefit of mankind.
3. To improve the content and techniques of instruction and make this new knowledge widely available.
4. To remain impartial and receptive to new knowledge, new methods and new concepts from all sources, and to give all such developments equal opportunity for recognition and utilization.
5. To arrange for exchange of faculty and students between various nations and cultures to secure widespread accesss to teaching, training, new knowledge and culture, and to disseminate constructive or challenging concepts from each culture to the other.
6. To promote cultural, social and ethical development, as over-all development of mankind and the nation will be advanced.
7. To publish and promulgate material of educational, scientific and cultural interest to assure its widespread availability and impact. (U.S. Congress, 1962)

In 1961, the Citizens Committee of Pennsylvania advocated the following ten goals of quality education:

1. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.
2. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.
3. Quality education should help every child acquire to the fullest extent possible for him mastery of the basic skills in the use of words and numbers.
4. Quality education should help every child acquire a positive attitude toward school and toward the learning process.
5. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.
6. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.
7. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.
8. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.
9. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.
10. Quality education should help every child to prepare for a world of rapid change and unforseeable demands in which continuing education throughout his adult life should be a normal expectation. (Pennsylvania State Advisory Committee, 1968)

Texas, like Pennsylvania, revised their goals for public instruction. The revised goals were as follows:

Public education should help each individual to develop to the maximum of his capacity, and to function as a responsible member of a viable, democratic society. Public Education in Texas should help each individual to achieve:

1. **Intellectual Discipline.** The school should:
    a. Provide all children with knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history and English as they progress through the upper grades.
    b. Help each child to develop the power to think constructively, to solve problems, to reason independently, and to accept responsibility for self-evaluation and continuing self-instruction.
    c. Help each child gain access to the accumulated culture and knowledge of man.

2. **Economic and Vocational Competence.** The public schools should:
    a. Help all students understand how to function effectively in the American economic system.
    b. Provide every student with usable vocational skills which will equip him to find employment in the event he finds it impracticable to continue his education.
    c. Offer guidance and counseling to help every student decide what he should do upon completion of high school.

3. **Citizenship and Civic Responsibility.** The public schools should:
    a. Provide for all children citizenship education opportunities and experiences

which emphasize the American heritage and the responsibilities and privileges of citizenship.
   b. Help equip each child for intelligent participation in the democratic processes through which this country is governed.
   c. Teach each child to understand the relationship between the United States and other nations of the world.

4. **Competence in Human and Social Relations.** The public schools should:
   a. Assist each child in his efforts to make a place for himself in the community and to the larger society of the state and nation.
   b. Help to develop in all children a respect for the right of others as individuals and as groups, and to understand the requirements that a viable society demands of the individual.

5. **Moral and Ethical Values.** The public schools should:
   a. Assist in the development of moral and spiritual values, ethical standards of conduct, and basic integrity.

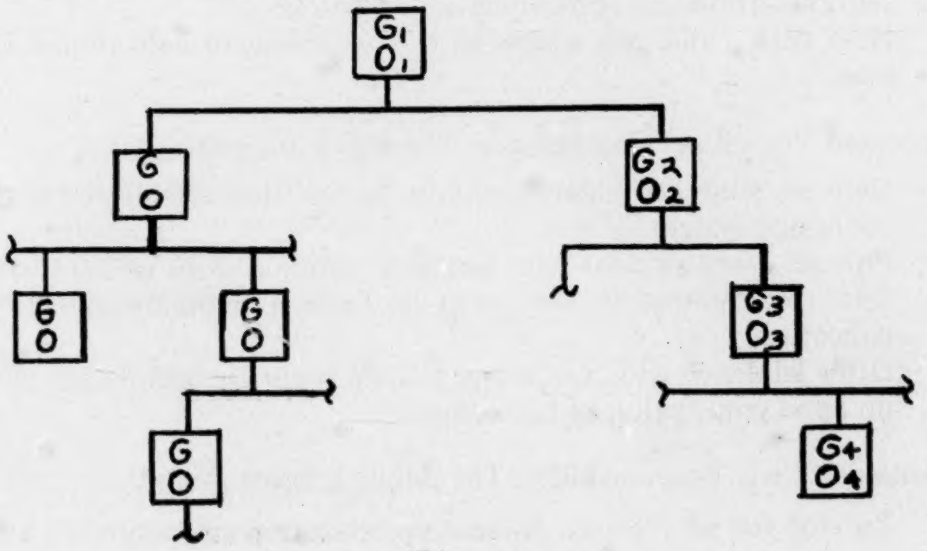
6. **Self-Realization and Mental and Physical Health.** The public schools should:
   a. Provide educational programs which take into account individual differences.
   b. Help each child attain the optimum growth and development within his capacity.
   c. Help each child to attain and preserve physical and mental health, to develop a sense of aesthetic appreciation, and to deal constructively with the psychological tensions inherent in continuing change and adaptation.

These goals for Public Education in Texas are tentatively recommended, pending further research and evaluation on the status and trends of public education in our State. They should serve as yardsticks for measuring the attainments of our educational system and targets for our long-range planning. (Subcommittee on Goals, 1968)

The California PPBS provides a very good example of the relationship between goals and objectives and clearly delineates the fact that there can be a hierarchy of goals and objectives.

Figure 12

CALIFORNIA'S BREAKDOWN OF GOALS AND OBJECTIVES



For 90 percent of the graduating seniors who wish to enter the labor force to gain employment within three months of graduation as measured by a district survey.

For 90 percent of graduating seniors who wish to enter the labor force to gain employment as desired in business, or agriculture within three months of graduation as measured by a district survey.

For 90 percent of the business curriculum students to meet the following standards:

> Typing–40 words per minute as measured by the IBM test with 90 percent accuracy.
>
> Shorthand–60 words per minute as measured by the IBM test with a 2,000 word vocabulary.
>
> Bookkeeping–Demonstrate ability to use journals, income statements, and balance sheets as determined by classroom tests.
>
> Office machine operation–Mean score equal to national average on NCR tests.

Upon course completion 90 percent of students will be able to accomplish the following based on classroom tests:

> State and understand the basic accounting equation of double-entry bookkeeping.
>
> Understand the function of and make journal entries.
>
> Understand three depreciation calculation methods.

Once goals and objectives have been defined, the next step, or one of the next steps, is to look for indicators or measurable outputs which can be used to evaluate attainment of objectives. Clearly, there exist both quantity and quality measures of outputs. A recent publication from the George Washington University, showed very clearly the relationship between program elements and measures of output.

Selected Program Elements	Quantity of Service
Child care and education programs	
Child care centers	Number of children in centers
Day care centers	Number of children in centers
Preprimary education	Number of children enrolled
Regular day programs–elementary schools	Number of students enrolled
Regular day programs–secondary schools	Number of students enrolled
Vocational schools	Number of students enrolled
Higher education (student teaching)	Number of students enrolled; number of degrees granted, total, or by field of specialization
Manpower training	Number of persons employed at close of training
After-school programs	Number of persons enrolled
Summer school programs	Number of persons enrolled
Exceptional children programs	Number of children served
School lunch programs	Number of meals served
School health programs	Number of examinations; number of children screened, by types of screening

Selected Program Elements	Quality of Service
Child care and education programs	
Child care centers	Hours of education, health and counseling services provided

Day care centers	Hours of education, health and counseling services provided
Preprimary education	Number of children by reading-readiness scores
Regular day programs–elementary schools	Number of children with achievement scores at or above grade level
Regular day programs–secondary schools	Number of graduates; number of school leaders; number admitted to college
Vocational schools	Number of persons receiving training who are employed
Higher education (student teaching)	Number of college graduates admitted to graduate or professional school; attrition rates; number of graduate students receiving fellowships
Manpower training	Number of persons receiving training who are employed
After-school hour programs	Changes in school achievement score
Summer school programs	Changes in school achievement score
Exceptional children programs	Number of children, by achievement or achievement score level
School lunch programs	Number of children purchasing school lunches; nutritional status of children
School health programs	Number of children with correctable deficiencies who have received treatment

It should now be clear, that goals provide a basis for objectives and objectives, properly stated, can be evaluated using indicators which may be either of quality or of quantity. The task now, is one of developing a process for establishing objectives that are properly stated in measurable terms and which relate to the basic philosophy and goals of the state educational system.

Proposed Procedures for Establishing Objectives

The group responsible for objectives is, naturally, the task force on objectives, (see Figure 6). This group should, as one of its major activities, gather all of the existing objectives and separate them into types such as: student output or product; process oriented; inputs controllable; management oriented; and program oriented. Figure 13 shows the process proposed for filtering, and establishing objectives. The task force group should be sensitive to the fact that state objectives give guidelines for a hierarchy of objectives as is shown in Figure 14. Figure 12 illustrated such a hierarchy of objectives; sensitized the reader to the fact that often a hierarchy of goals needs to be viewed in conjunction with objectives.

The proposed system for viewing and refining objectives consistent with state philosophy and goals is shown in Figure 14. It should be noted that there is a cycle at each level, whereby objectives are continually evaluated in terms of their relationships to basic educational philosophy and goals.

Following the establishment of objectives should be a process of delineating the alternative programs available for achieving each objective. Having the inputs, processes and outputs associated with each alternative program will later permit the selection of the least-cost/highest-effectiveness alternative program for achieving each objective. (See Figure 15).

It is doubtful whether the state would desire a MIS which reached into each classroom, but as this is where the learning takes place, the classroom level cannot be completely overlooked. Perhaps the best link at the classroom level might be a state-wide testing program. These data could then be placed on the student profile. Without such data, any attempt to evaluate student project or output, would be fragmented at best.

Developing Information Needs from a Filtering Process

Prior systems and models have stressed the fact that objectives form the base for an Educational Management System (EMS). Below is suggested a process for determining what data should go into the WSIEDB if it is to be sufficient to support an EMS. Figure 16, which begins with objectives that have been classified, illustrates the proposed process for determing data needs for WSEMIS.

As Figure 16 indicates, there is probably a great deal of educational data which are presently gathered but not used. An example of such data might be course data. An example of data which are missing from the present base data in Olympia is student data. Referring back to Figure 3, it will be seen that a component of the proposed WSIEDB is referred to as a student profile.[1]

Naturally, some decisions regarding the question of what to do with the five resultants of the process shown in Figure 16 will have to be made. For example, the question of relevance might be asked in regard to the data which are presently used but do not relate to specific objectives. The data which are presently collected but not used and not needed should probably be discarded. The remaining classification of data: 1) collected used and needed; 2) collected, not used and needed; and 3) not collected but needed; are particularly important to the management system proposed herein. One will note that the data processing instrument-oriented task force group would receive direction from data described by classifications 2 and 3 immediately above. The task force group on evaluation would also interact with resultant activities from this point on.

Management by Exception: A Flag System

At this point it is appropriate to discuss the EMS and the use of the proposed WSEMIS by management. Without belaboring the intricacies of the proposed management system, it should be reiterated that the system, to date, is assumed to have all the information required for educational management at the state level and down the hierarchy to management of the local schools.

As mentioned in the preface, the proposed management process functions according to the principle of management by exception.

1. The mean value is determined for each indicator for the base year and each time period thereafter up to the target date.
2. A tolerance interval[2] of plus and minus 1 σ(σ=one standard deviation)[3] is then determined for each indicator for each time period.
3. Objectives are evaluated and/or programs are evaluated, whether they be SPI, ISD, LEA, or otherwise, by placing the individual indicator on the spectrum developed during step 2 above.
4. Projections of the individual indicators are made for each time period and the value of the indicator is placed on the mean projected indicator spectrum.
5. Where no discrepancies occur, *i.e.*, the value of the projected indicator is within the established tolerance interval for the particular indicator, no message is transmitted to management and the system, program, activity, etc., which is being evaluated is assumed to be on target in achieving the objective under evaluation; likewise, where a discrepancy exists, management receives a referral.
6. Management receives two types of referrals: 1) one relating to those where the discrepancies are negative or undesirable (below tolerance), and 2) one relating to those situations where the discrepancy is of the positive nature, (or desirable, a system performing beyond expectation).

The positive referral above is self explanatory, as decision makers need to know what has been effective and where effective programs, etc., exist. The negative referral, or flag that someone might be in need of help is just as important as knowing what has been effective. The latter message should assist management in identifying needs. Figure 17 shows the process followed given that one or more negative discrepancies have been referred to management.

---

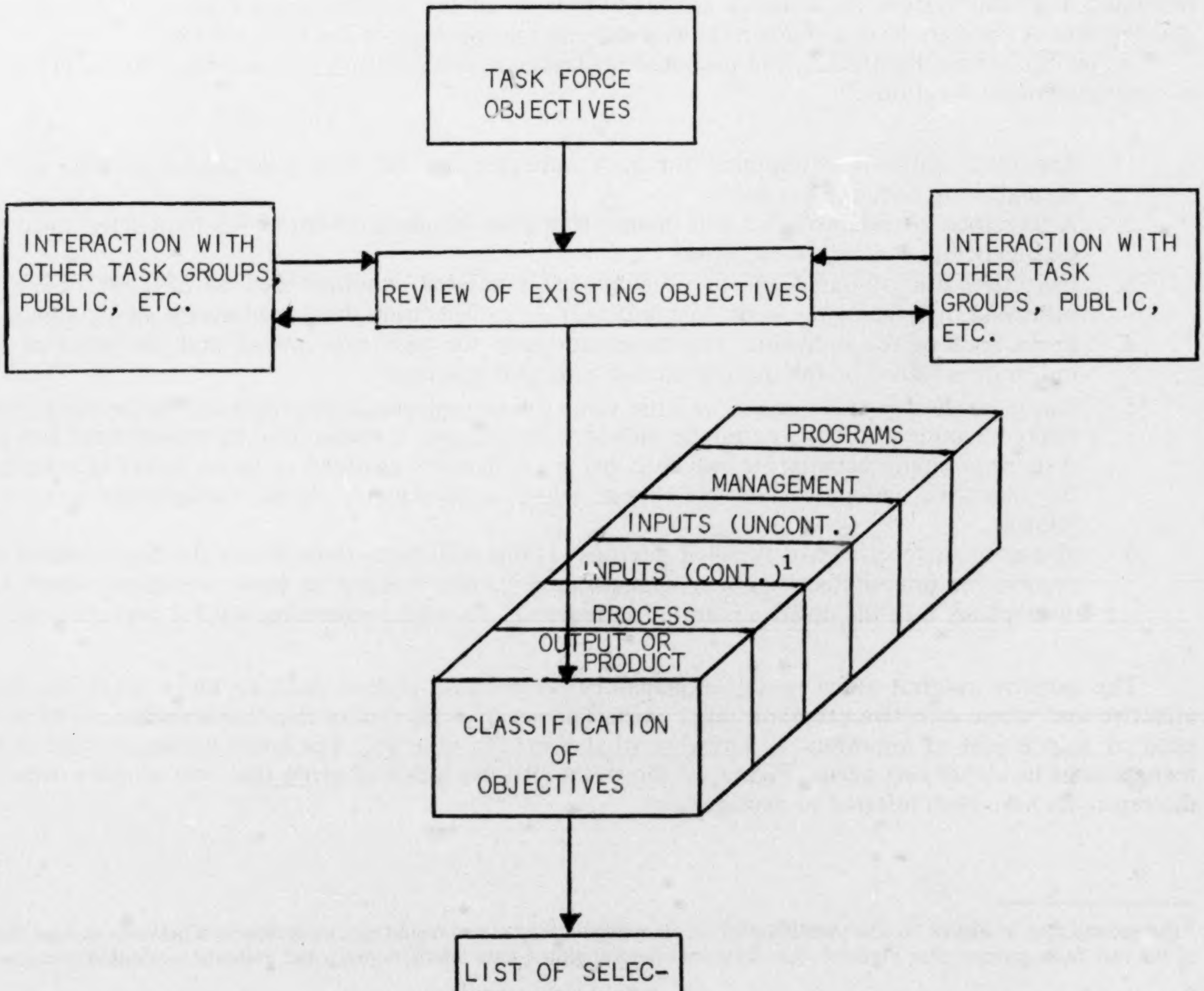
[1] The second step in Figure 16, the identification of all needed information, would require interaction between at least three of the task force groups. (See Figure 6, the objective-oriented group, data oriented group and evaluation-oriented group.)

[2] It should be pointed out that the minimum criterion for attainment of the objective will, in most cases, be a base criterion and not a tolerance interval. A case might arise, however, where an objective sets a criterion which itself may be an interval. In this case, there will be a tolerance interval for final evaluation of the objective as well as throughout the monitoring stages.

[3] This range will account for 68 percent of all cases. Where just one case exists, the value of the indicator is interpreted as being the mean.

Figure 13

SYSTEM FOR ESTABLISHING OBJECTIVES


TASK FORCE OBJECTIVES
INTERACTION WITH OTHER TASK GROUPS, PUBLIC, ETC.
REVIEW OF EXISTING OBJECTIVES
INTERACTION WITH OTHER TASK GROUPS, PUBLIC, ETC.
PROGRAMS
MANAGEMENT
INPUTS (UNCONT.)
INPUTS (CONT.)[1]
PROCESS
OUTPUT OR PRODUCT
CLASSIFICATION OF OBJECTIVES
LIST OF SELECTED AND MODIFIED OBJECTIVES

---

[1] Controllable.

Figure 14

HIERARCHY OF OBJECTIVES

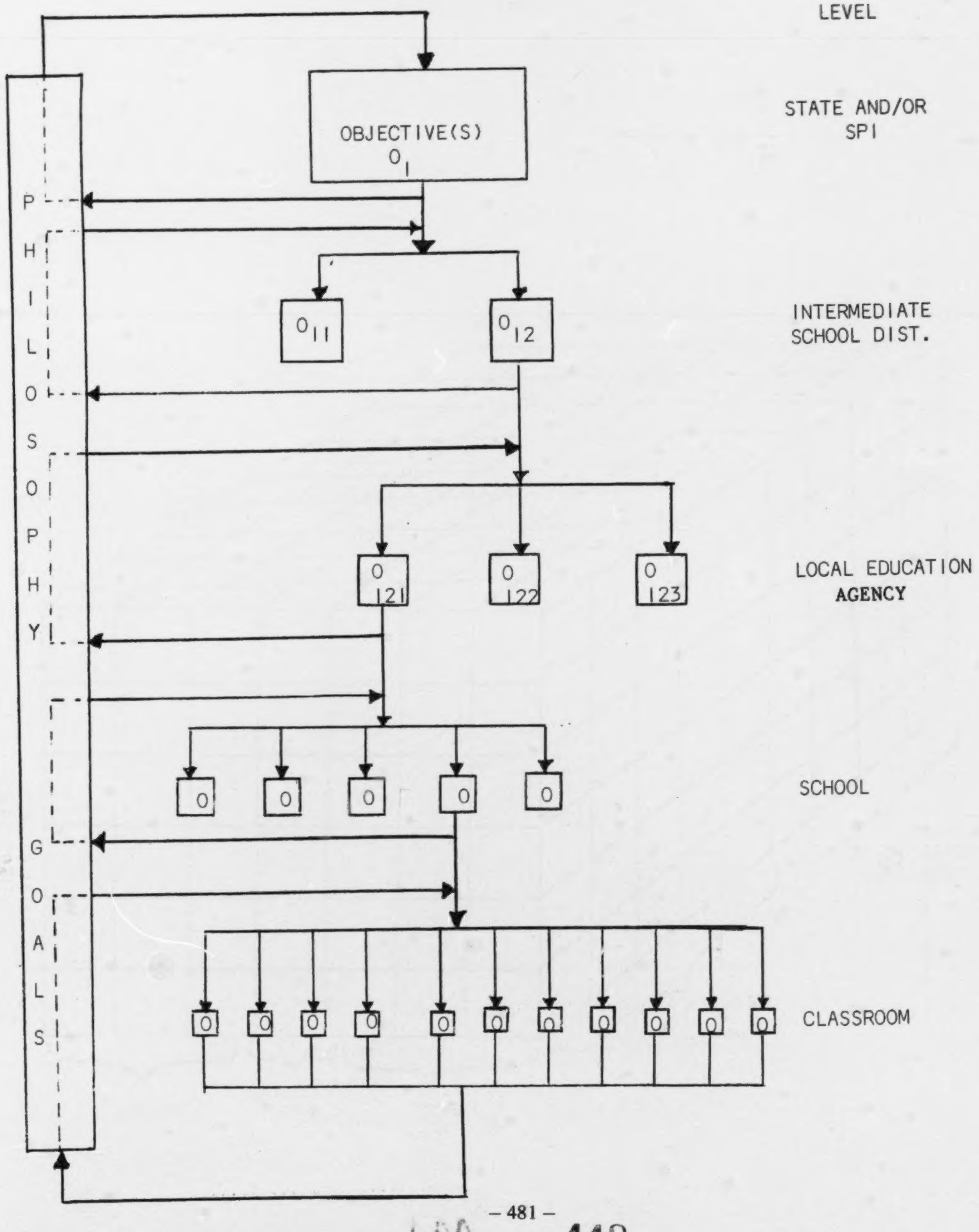

LEVEL
OBJECTIVE(S)
O1
STATE AND/OR SPI
O11
O12
INTERMEDIATE SCHOOL DIST.
O 121
O 122
O 123
LOCAL EDUCATION AGENCY
O
O
O
O
O
SCHOOL
O
O
O
O
O
O
O
O
O
O
O
CLASSROOM
PHILOSOPHY
GOALS

Figure 15

STRUCTURE SHOWING RELATIONSHIP BETWEEN STATE OBJECTIVES, ALTERNATIVE PROGRAMS, AND THEIR ASSOCIATED INPUTS, PROCESSES, AND OUTPUTS

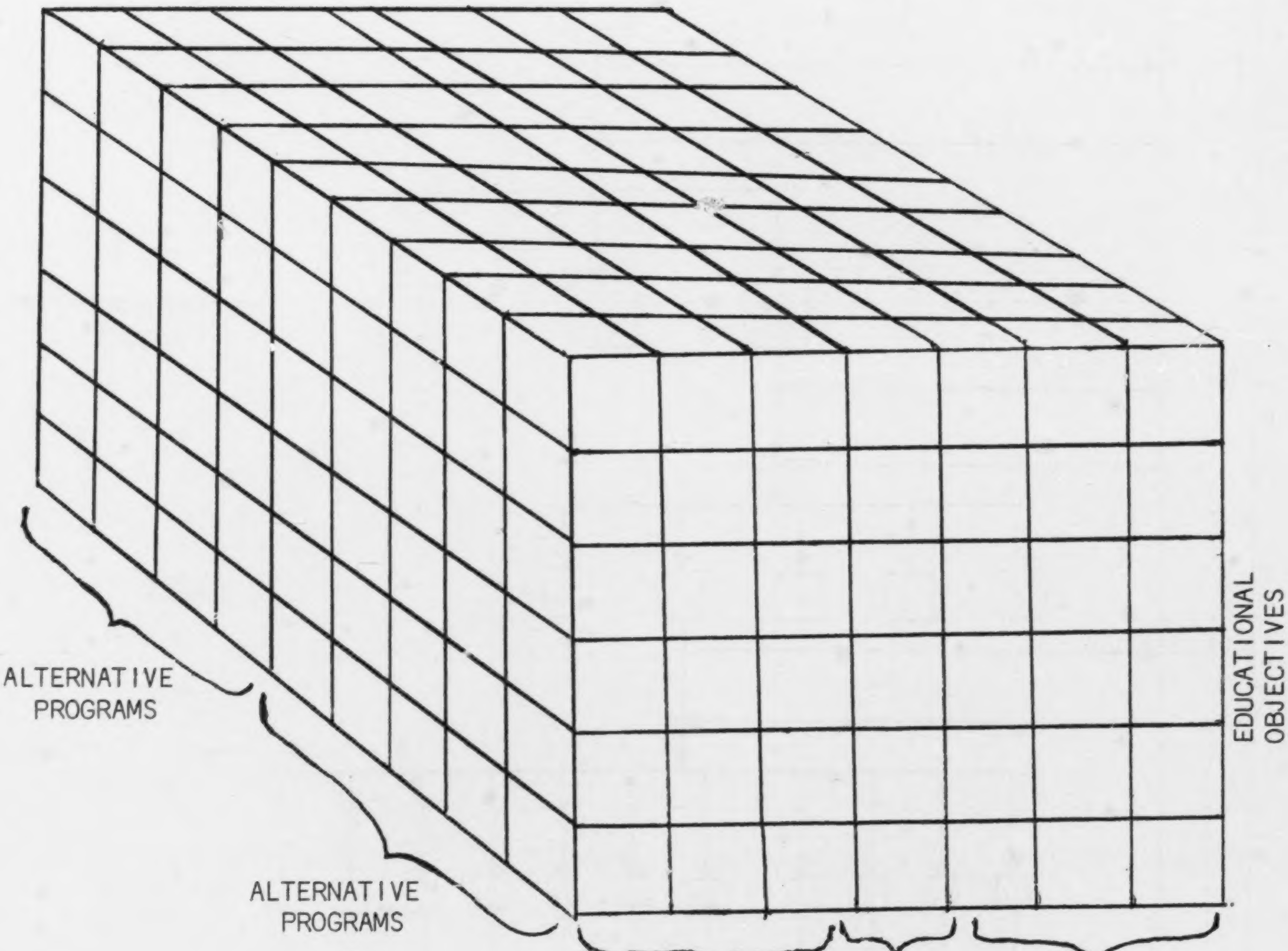

ALTERNATIVE PROGRAMS
ALTERNATIVE PROGRAMS
EDUCATIONAL OBJECTIVES
INPUTS
PROCESSES
OUTPUTS.

Figure 16

PROPOSED MODEL FOR ESTABLISHING INFORMATION NEEDS FOR A STATE MIS

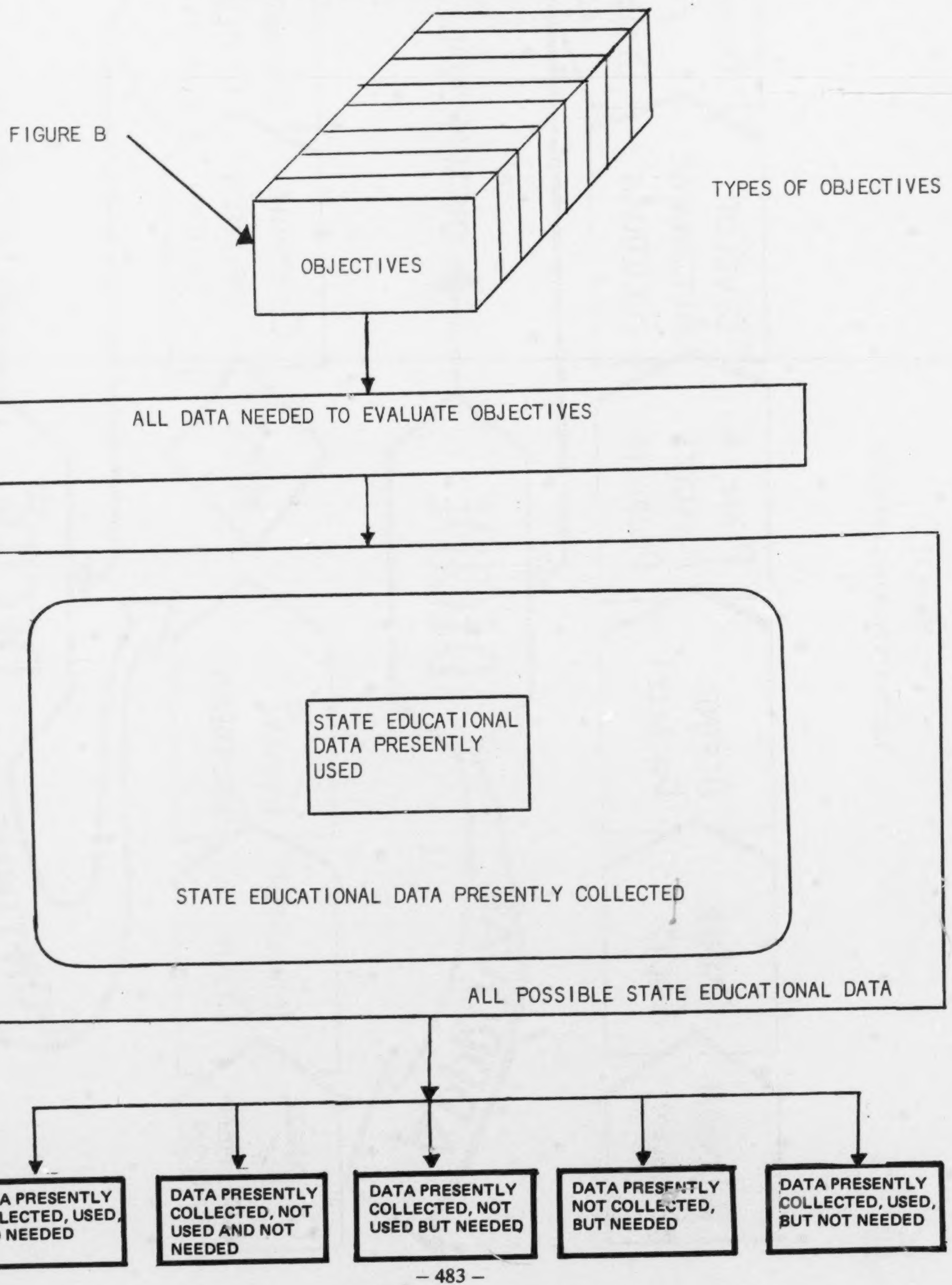
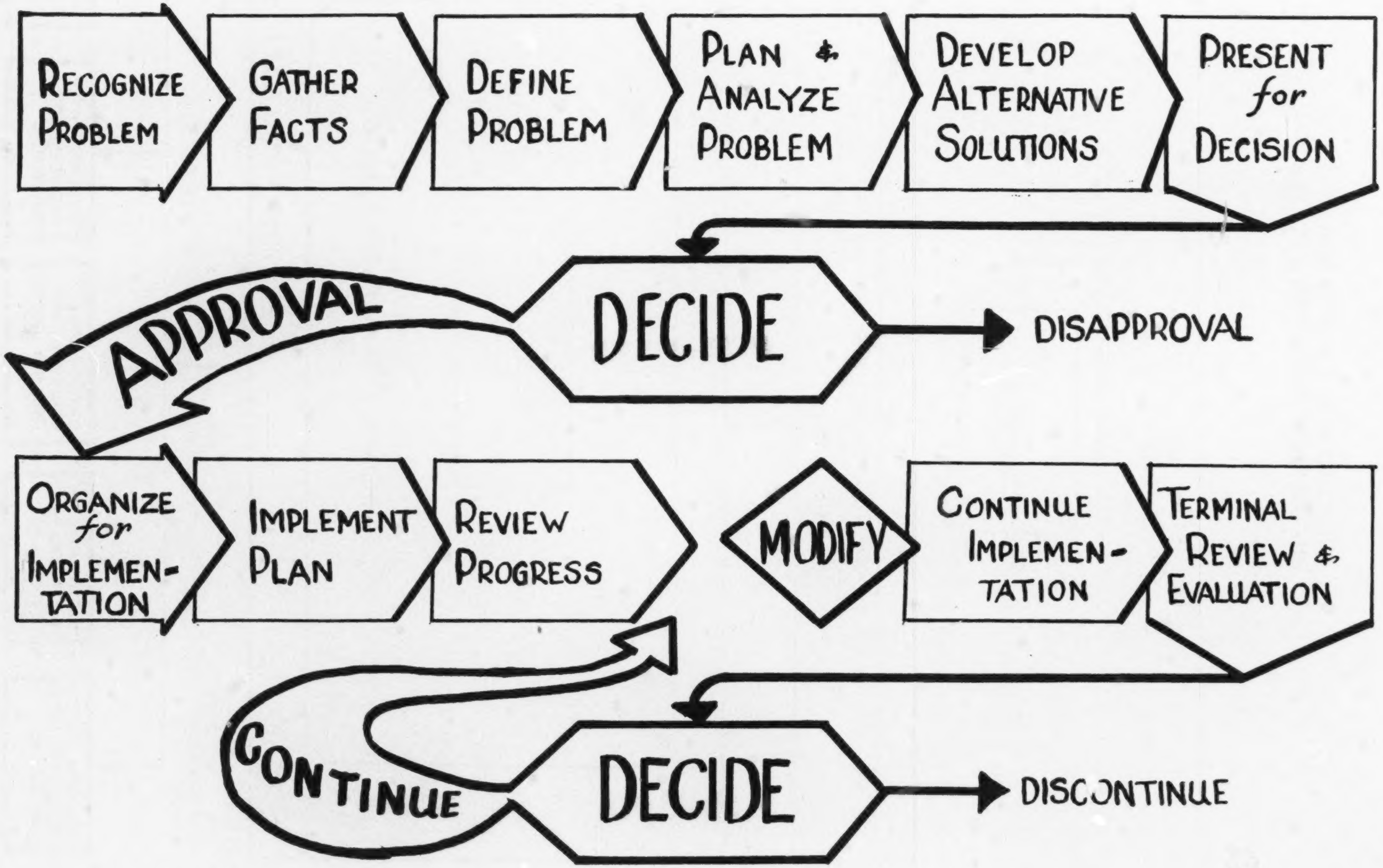


FIGURE B
TYPES OF OBJECTIVES
OBJECTIVES
ALL DATA NEEDED TO EVALUATE OBJECTIVES
STATE EDUCATIONAL DATA PRESENTLY USED
STATE EDUCATIONAL DATA PRESENTLY COLLECTED
ALL POSSIBLE STATE EDUCATIONAL DATA
DATA PRESENTLY COLLECTED, USED, AND NEEDED
DATA PRESENTLY COLLECTED, NOT USED AND NOT NEEDED
DATA PRESENTLY COLLECTED, NOT USED BUT NEEDED
DATA PRESENTLY NOT COLLECTED, BUT NEEDED
DATA PRESENTLY COLLECTED, USED, BUT NOT NEEDED

Figure 17

DECISION MAKING PROCESS


RECOGNIZE PROBLEM
GATHER FACTS
DEFINE PROBLEM
PLAN & ANALYZE PROBLEM
DEVELOP ALTERNATIVE SOLUTIONS
PRESENT for DECISION
DECIDE
DISAPPROVAL
APPROVAL
ORGANIZE for IMPLEMENTATION
IMPLEMENT PLAN
REVIEW PROGRESS
MODIFY
CONTINUE IMPLEMENTATION
TERMINAL REVIEW & EVALUATION
DECIDE
CONTINUE
DISCONTINUE

Management by Exception: A Reality

Going back to "objectives," one will find that each properly stated management objective contains at least one indicator, which in education, may be time, quality, quantity, achievement, or any combination, etc. The important fact is, each objective contains at least one indicator. For example, let us suppose that the State of Washington has constructed several properly stated objectives relating to "what constitutes a basic education in the State of Washington." An objective, related to the above, for illustrative purposes only, might be as follows: that by 1975 no student in the state receive a high school diploma unless his reading level is over the tenth-grade level as measured on the Washington State Reading Test. (Test does not exist, the example was fabricated to illustrate a point.) Further, the state might append to this objective one designed to monitor reading progress yearly. Such an objective might be as follows: that no district, by 1975, have more than 5 percent of its students more than two years behind their present grade level in reading, and not one student further than three years behind his present level in reading, as measured on the Washington State Reading test.

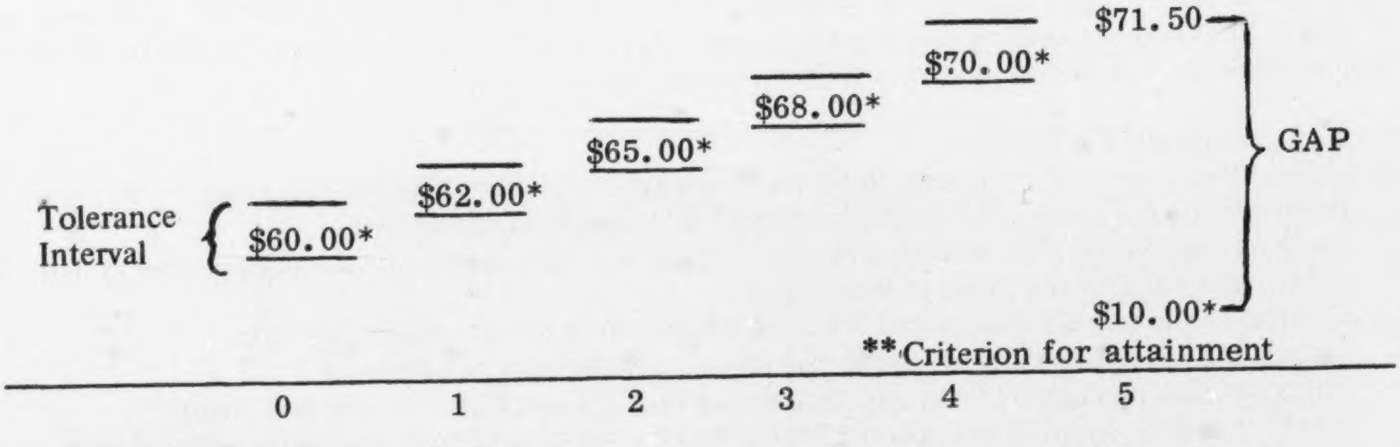
The above objectives might be best viewed as state objectives; districts or schools, might set higher objectives for their own particular cases.

The following are some examples of how the proposed management system might operate given an objective with supporting data and projection models in the WSEMIS:

Objective: That no district shall exceed a transportation cost of $10.00 per student transported per year by 1975. This is a hypothetical case, for illustrative purposes only.

Figure 18

PRESENT STATUS, COMBINED DISTRICTS PROJECTED OVER TIME PERIOD FOR OBJECTIVE

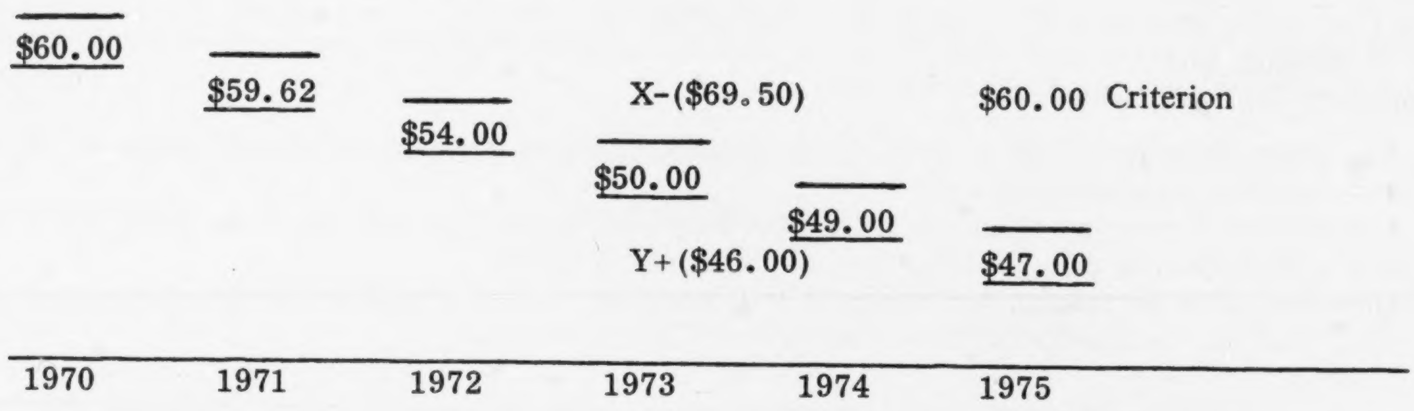


*Mean values of indicators
**Criterion for attainment

This example is indicative of what might be an unrealistic objective. At this point, the system would generate alternative programs for transportation, etc., and produce an array of figures similar to those above. The system would then select the program or approach with the greatest output for a given cost. Suppose that the least-cost alternative with the greatest effectiveness will, based on projections, hold all districts to a cost of $60.00 per student transported per year by 1975.[1] The objective might be rewritten then by substituting the $60.00 in place of the $10.00 as the minimum criterion for attainment of the objective. Suppose that the projected tolerance intervals for the new program are now set up as follows:

Figure 19

REVISED PROGRAM THAT MEETS OBJECTIVE



Consider district X, whose cost for 1970 is $55.70/ST/Y which falls within the interval. Thus, no discrepancy report is transmitted to management. Let us now suppose that district X's cost/ST/Y is projected as being $59.50/ST/Y in 1973, and $69.00/ST/Y in 1975. Discrepancy messages would now be sent to management as a red flag. As a result, the transportation system of district X might be audited for the purpose of determining whether or not the discrepancy can be justified and what assistance might be given the district to bring its costs down.

The reverse of the above might be district Y whose cost/ST/Y is $60.00/ST/Y in 1970, but whose projected cost/ST/Y in 1973 is $46.00/ST/Y. This is outside the tolerance interval, but on the positive (+) side, and would also result in a message going to management. District Y might also be visited to discern what the contributing factors might be.

Where tolerance intervals are not appropriate, a simple projected value might be used and the objective might then be judged using either a simple 'gap' approach or a simple success or failure judgment based upon whether or not the minimum criterion for attainment was met.

Advantages of the Proposed WSEMIS

The proposed management system in the preceding pages is seen to offer the following advantages:

1. Helps reduce the portion of the budget which is presently uncontrollable.
2. Enhances and facilitates planned change within the multilevel, multiorganizational system of public education in the State of Washington.
3. Facilitates the more effective and efficient allocation of scarce public resources.
4. Assists in delineating, quantitatively, the impact of educational programs.
5. Helps develop managerial tools and techniques that are conducive to planned change.
6. Where possible emphasizes alternative solutions to educational management problems and provides cost-effectiveness data for each alternative.
7. Has a referral or discrepancy flag system not only for negative or undesirable outcomes, but also for those outcomes which will exceed what might be judged as tolerable achievement or outcomes.
8. Facilitates establishing priorities among goals and objectives.
9. Assists managers at both the state and district levels in identifying programs which no longer serve educational objectives.

---

[1] Student transported/year = ST/Y

10. Assists in integrating long-range goals and objectives with current policy planning, policy programming, and policy budgeting.
11. Provides a realistic structure which can be used by managers and decision makers to appraise probably time, value, cost and technical requirements in planned educational achievement.
12. Helps interrelate planning, programming, and budgeting with policy and actual outputs or performance.
13. Provides educational decision makers with valuable information when they need it, eliminating the traditional time-lag.
14. Is operationally usable as a communication referrent throughout the state educational system.
15. Encourages the use of accurate, completely integrated, relevant and timely information systematically in the educational management process.
16. Helps inform decision makers so that they can ask more pertinent and relevant questions of the users of the state's educational resources.
17. Forces the state to consider explicitness about goals, objectives, priorities, and outputs.
18. Supports the establishment of an accountability structure which encompasses the multilevel dimensions within the state.
19. Helps seek out educational problems or discrepancies before they result or reach a state of crisis.
20. Stimulates realistic decision making by the use of simulation methods.
21. Arms educators with hard facts to support requests for additional resources.

Planned Program Budgeting System, Level 2

As was mentioned earlier, the proposed WSEMIS was more comprehensive than the concept of PPBS and thus was capable of producing information in excess of the usual PPB System. This being the case, the software for PPBS can be viewed as a subset of the software for the WSEMIS and the data required for a PPB System can be viewed as a subset of the proposed WSIEDB.

It was also an intent of the study to design a total system whose processes, etc., could be broken down into smaller or less comprehensive systems. The proposed WSEMIS is such a flexible system; it can be broken down into a PPBS system and smaller yet into a more macro management system.[1]

However small the MIS, the general concepts and emphasis on objectives, etc., remain constant regardless what level being considered. The only difference between levels is actually the sophistication and comprehensiveness of the system.

As the review of the literature points out, the PPB Systems concept is not a new one. The literature is replete with models of PPBS. The following model, (Figure 20) is offered at this point, as it is not only consistent with the proposed WSEMIS (See Figure 1), but also clearly illustrative of the elements and processes of a PPBS. (Peat, 1970).

It should not be inferred from the simplicity of Figure 20 that to implement such a system would be a simple task. Figure 21, which is California's planning and implementation task model, shows in more detail the complexity of the PPBS concept. To illustrate further the magnitude of planning and implementing a PPB System that extends down to the local education organization, it should be pointed out that the development of a centralized program budget (See Figure 21, steps 14, 15, 16, 18, and 19), is but one task to be undertaken. Figure 22 depicts the inputs necessary for a PPB System or an MIS capable of performing the same functions.

A centralized program budget like the PPB concept, is quite an involved process. For example, see Figure 23, which is a Program Evaluation Review Technique (PERT) chart of Shoreline's schedule for development of a district program budget.

---

[1] **Keep in mind that all outputs and systems presented hereafter could have been produced by the former system but was not done so in an attempt to keep PPB Systems outputs with the discussion of concept. Macro refers to a system which produces information to management on very broad terms. The information cannot be broken down further.**

Figure 20
PPBS ELEMENTS AND PROCESSES

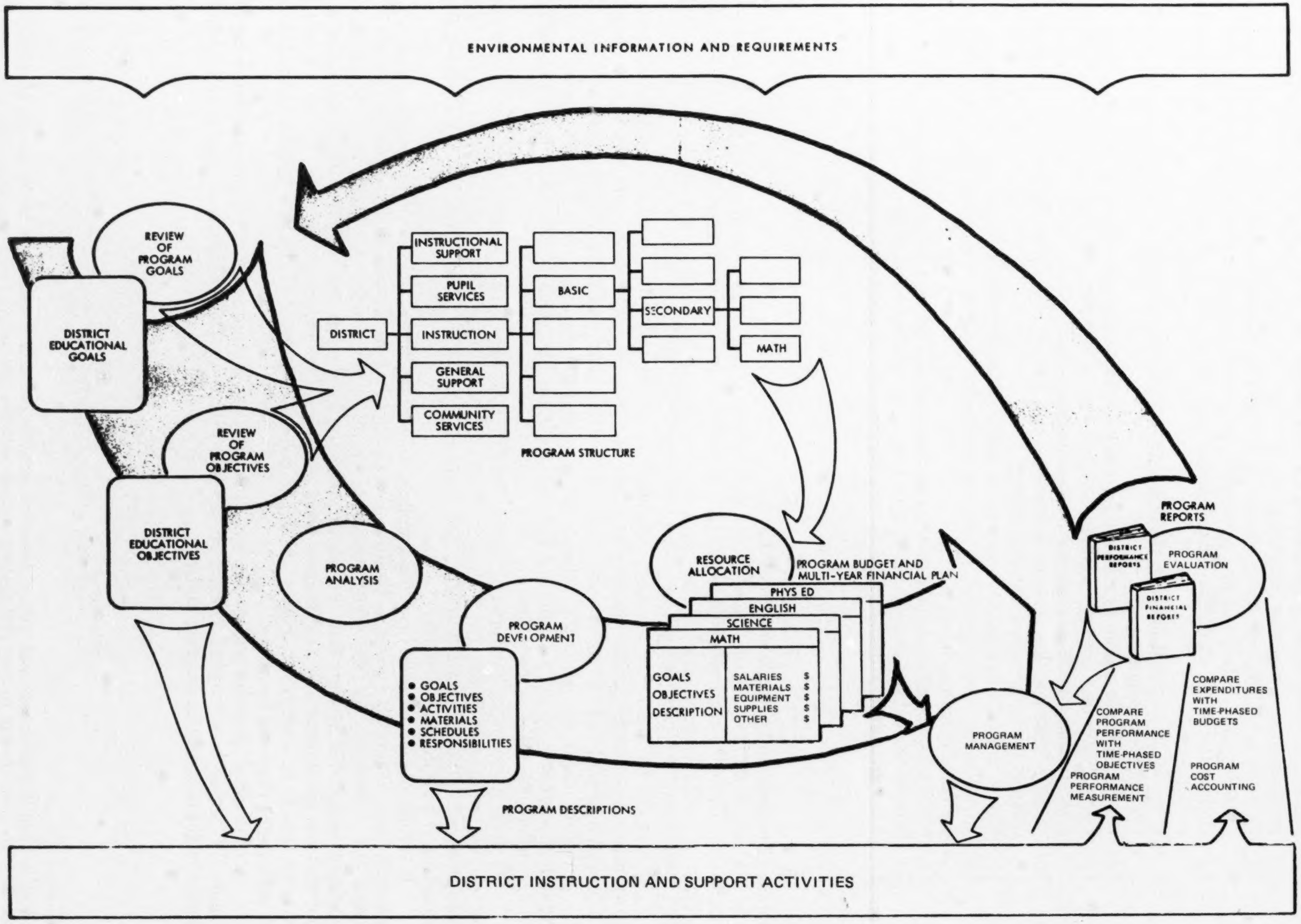
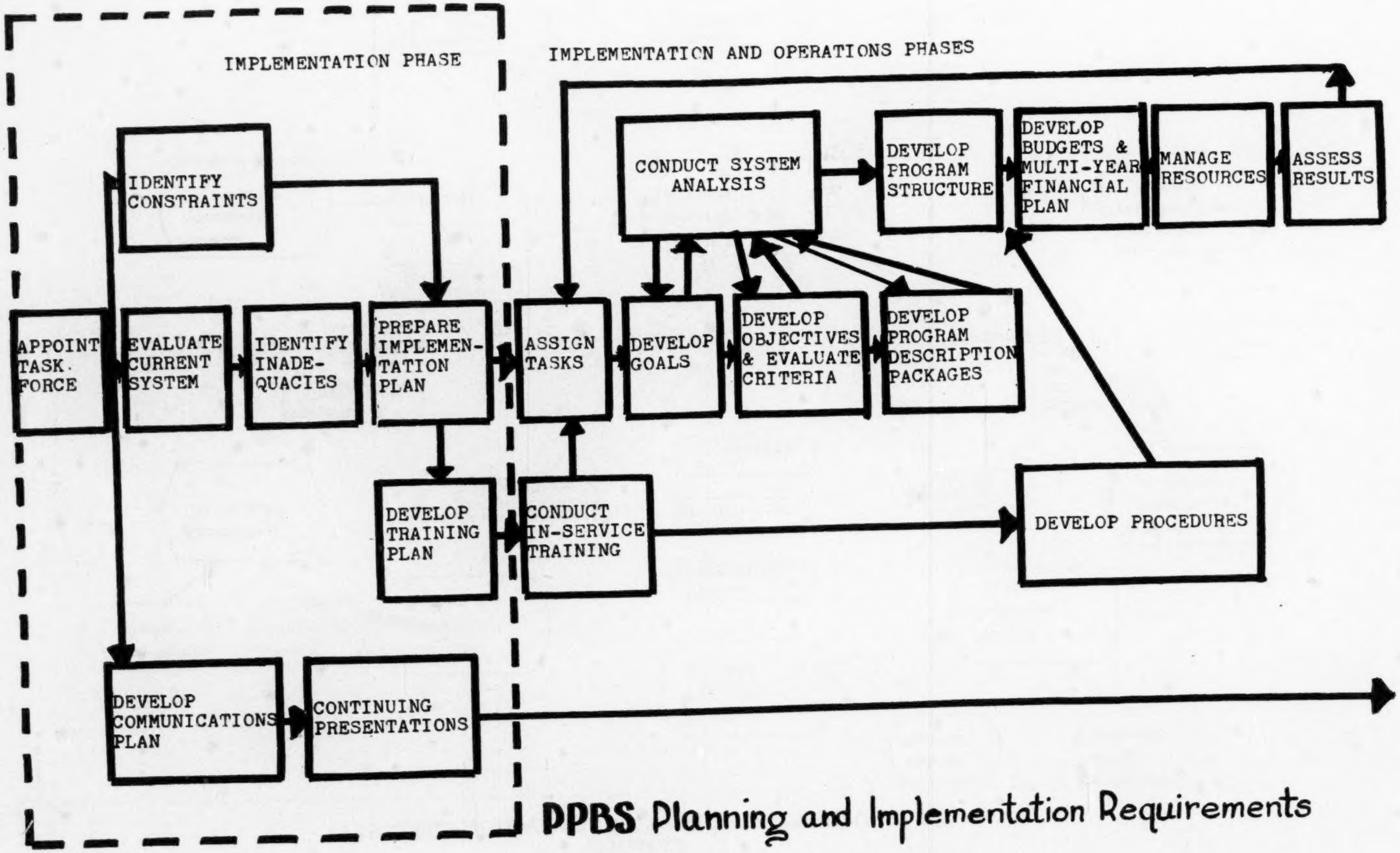

ENVIRONMENTAL INFORMATION AND REQUIREMENTS
REVIEW OF PROGRAM GOALS
DISTRICT EDUCATIONAL GOALS
REVIEW OF PROGRAM OBJECTIVES
DISTRICT EDUCATIONAL OBJECTIVES
DISTRICT
INSTRUCTIONAL SUPPORT
PUPIL SERVICES
INSTRUCTION
GENERAL SUPPORT
COMMUNITY SERVICES
BASIC
SECONDARY
MATH
PROGRAM STRUCTURE
PROGRAM ANALYSIS
PROGRAM DEVELOPMENT
• GOALS
• OBJECTIVES
• ACTIVITIES
• MATERIALS
• SCHEDULES
• RESPONSIBILITIES
PROGRAM DESCRIPTIONS
RESOURCE ALLOCATION
PROGRAM BUDGET AND MULTI-YEAR FINANCIAL PLAN
PHYS ED
ENGLISH
SCIENCE
MATH
GOALS
OBJECTIVES
DESCRIPTION
SALARIES $
MATERIALS $
EQUIPMENT $
SUPPLIES $
OTHER $
PROGRAM MANAGEMENT
PROGRAM REPORTS
DISTRICT PERFORMANCE REPORTS
DISTRICT FINANCIAL REPORTS
PROGRAM EVALUATION
COMPARE PROGRAM PERFORMANCE WITH TIME-PHASED OBJECTIVES
PROGRAM PERFORMANCE MEASUREMENT
COMPARE EXPENDITURES WITH TIME-PHASED BUDGETS
PROGRAM COST ACCOUNTING
DISTRICT INSTRUCTION AND SUPPORT ACTIVITIES

Figure 21

PPBS PLANNING AND IMPLEMENTATION REQUIREMENTS


IMPLEMENTATION PHASE
IMPLEMENTATION AND OPERATIONS PHASES
APPOINT TASK FORCE
IDENTIFY CONSTRAINTS
EVALUATE CURRENT SYSTEM
IDENTIFY INADE-QUACIES
PREPARE IMPLEMEN-TATION PLAN
DEVELOP TRAINING PLAN
DEVELOP COMMUNICATIONS PLAN
CONTINUING PRESENTATIONS
ASSIGN TASKS
CONDUCT IN-SERVICE TRAINING
CONDUCT SYSTEM ANALYSIS
DEVELOP GOALS
DEVELOP OBJECTIVES & EVALUATE CRITERIA
DEVELOP PROGRAM DESCRIPTION PACKAGES
DEVELOP PROGRAM STRUCTURE
DEVELOP BUDGETS & MULTI-YEAR FINANCIAL PLAN
MANAGE RESOURCES
ASSESS RESULTS
DEVELOP PROCEDURES

PPBS Planning and Implementation Requirements

Figure 22
PPBS REPORTING AND ACCOUNTING SYSTEM INPUT FLOW

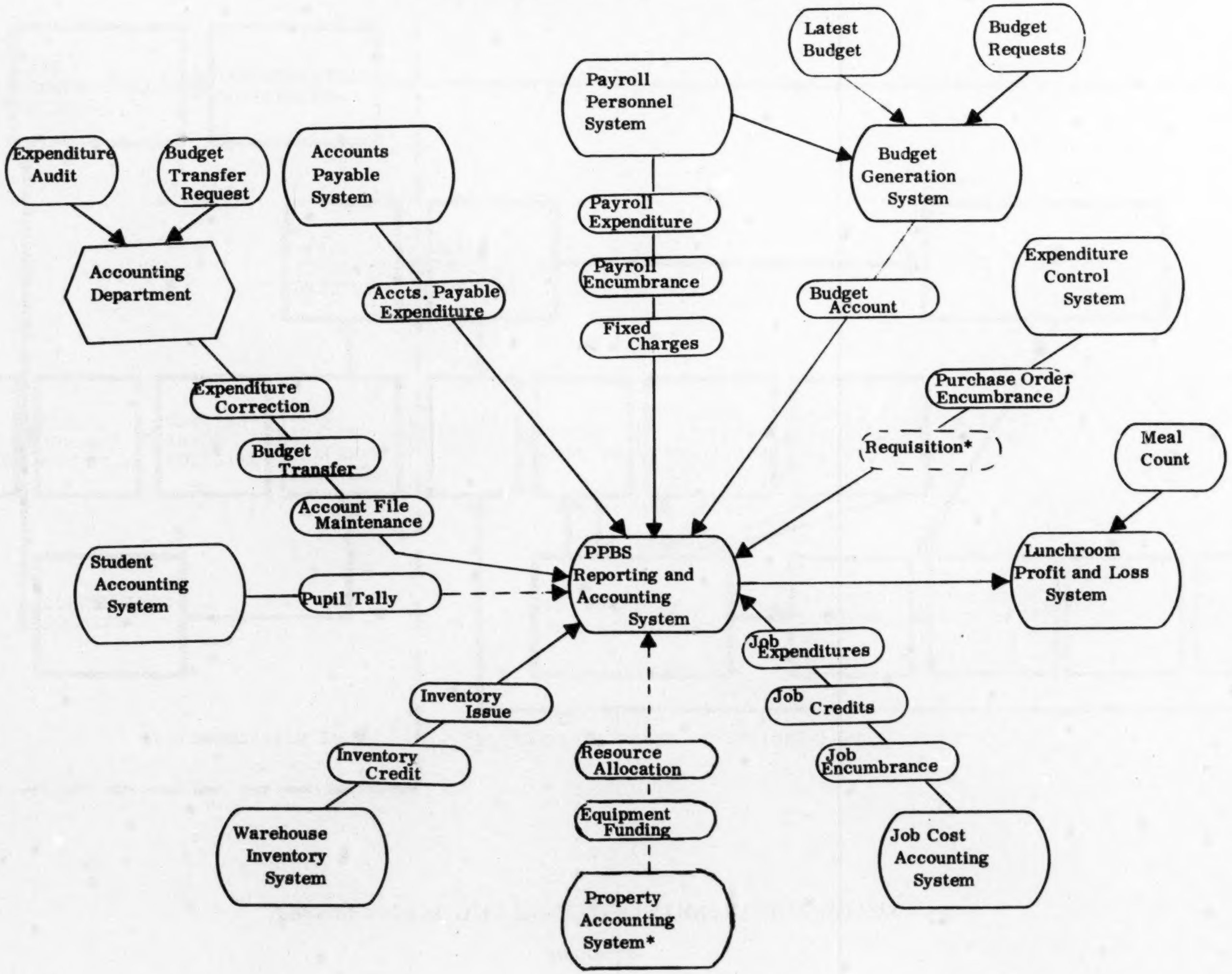

Latest Budget
Budget Requests
Payroll Personnel System
Budget Generation System
Expenditure Audit
Budget Transfer Request
Accounts Payable System
Accounting Department
Accts. Payable Expenditure
Payroll Expenditure
Payroll Encumbrance
Fixed Charges
Budget Account
Expenditure Control System
Purchase Order Encumbrance
Requisition*
Meal Count
Expenditure Correction
Budget Transfer
Account File Maintenance
Student Accounting System
Pupil Tally
PPBS Reporting and Accounting System
Lunchroom Profit and Loss System
Job Expenditures
Job Credits
Job Encumbrance
Inventory Issue
Inventory Credit
Resource Allocation
Equipment Funding
Warehouse Inventory System
Property Accounting System*
Job Cost Accounting System

Figure 23

LOCAL SCHOOL DISTRICT PERT CHART OF PPBS IMPLEMENTATION

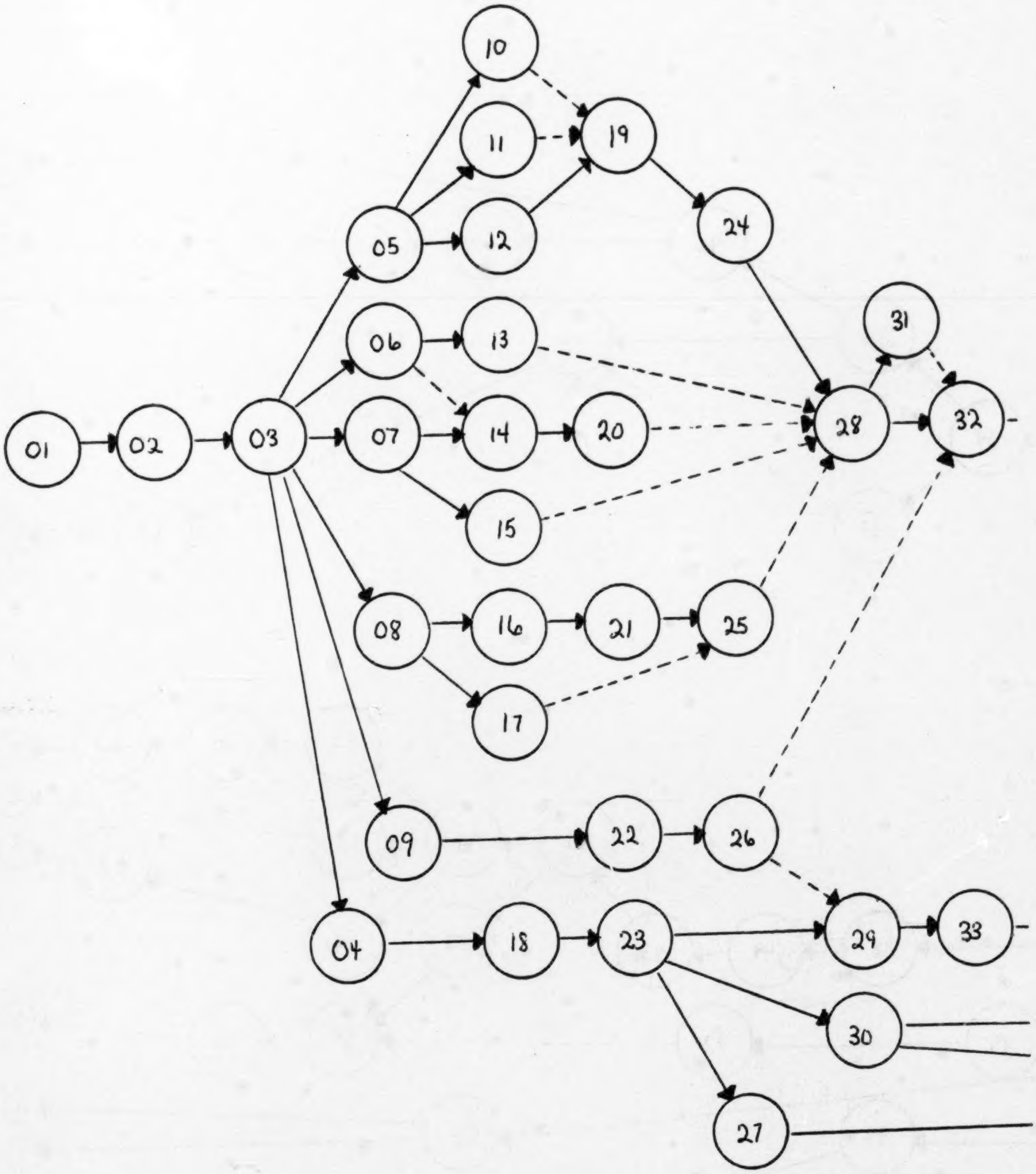
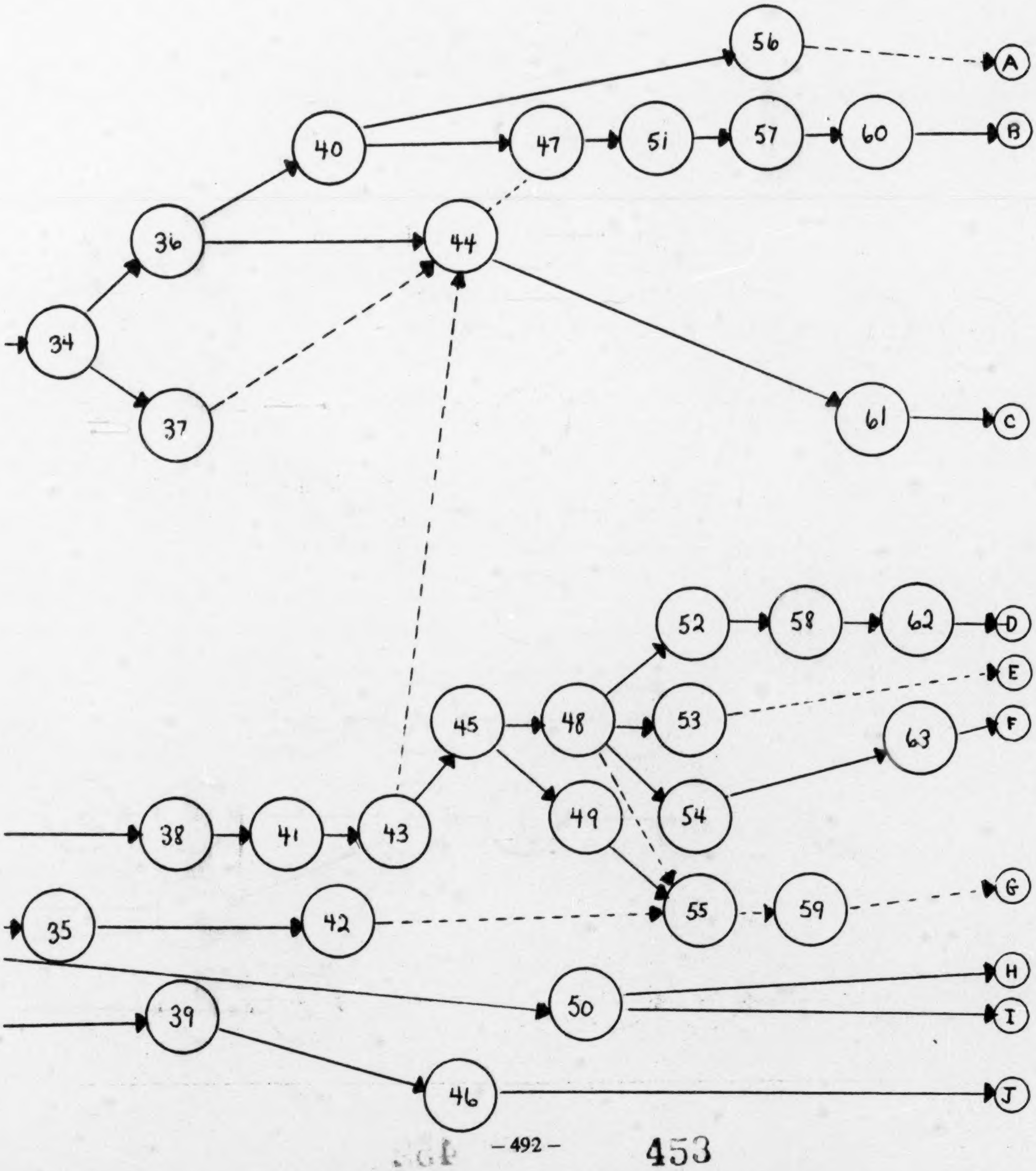

10
11
19
05
12
24
06
13
31
01
02
03
07
14
20
28
32
15
08
16
21
25
17
09
22
26
04
18
23
29
33
30
27

Figure 23–Continued


56
A
40
47
51
57
60
B
36
44
34
37
61
C
52
58
62
D
E
45
48
53
63
F
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41
43
49
54
35
42
55
59
G
H
50
I
39
46
J

Figure 23–Continued

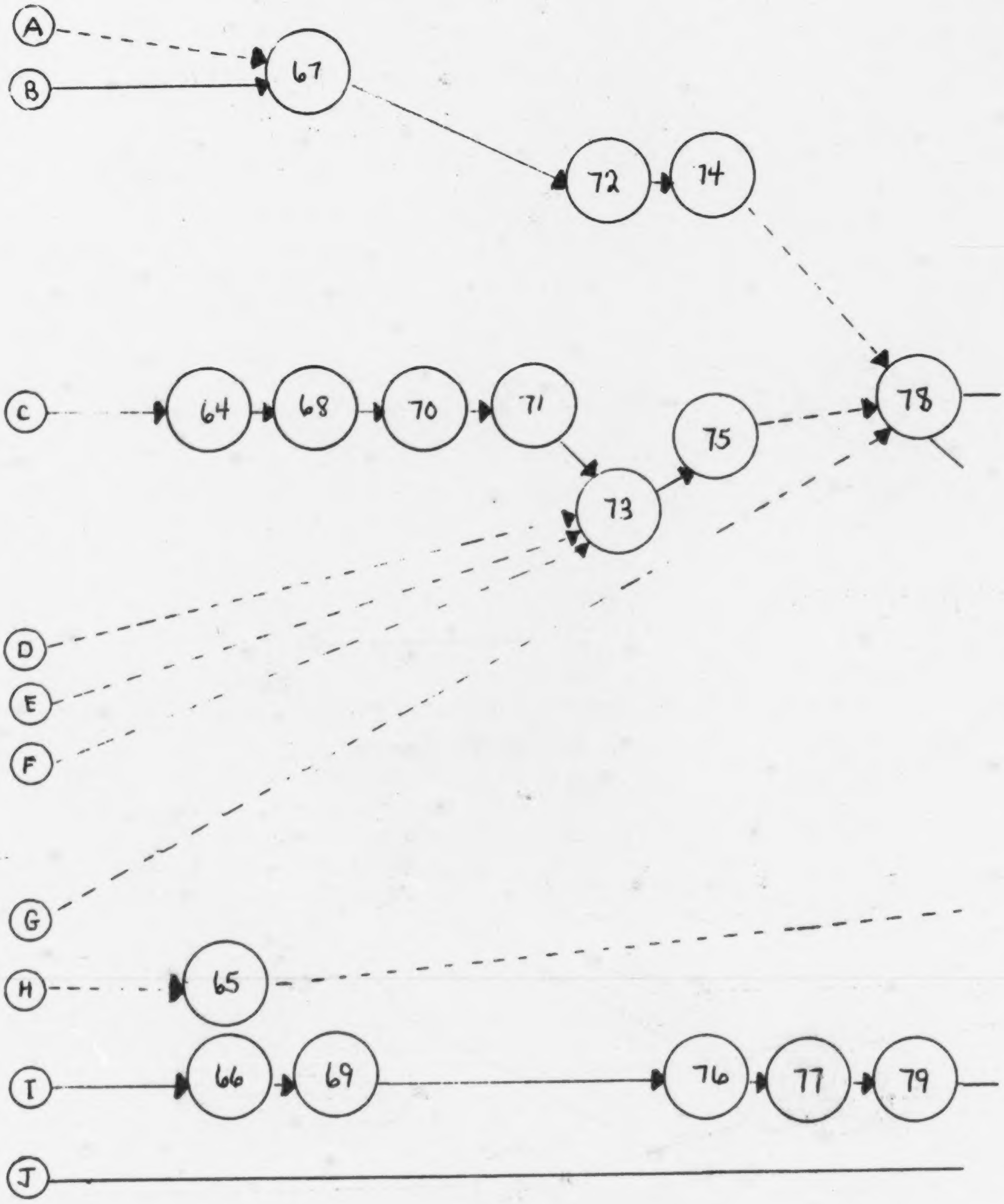

A
B
67
72
74
C
64
68
70
71
73
75
78
D
E
F
G
H
65
I
66
69
76
77
79
J

Figure 23–Continued

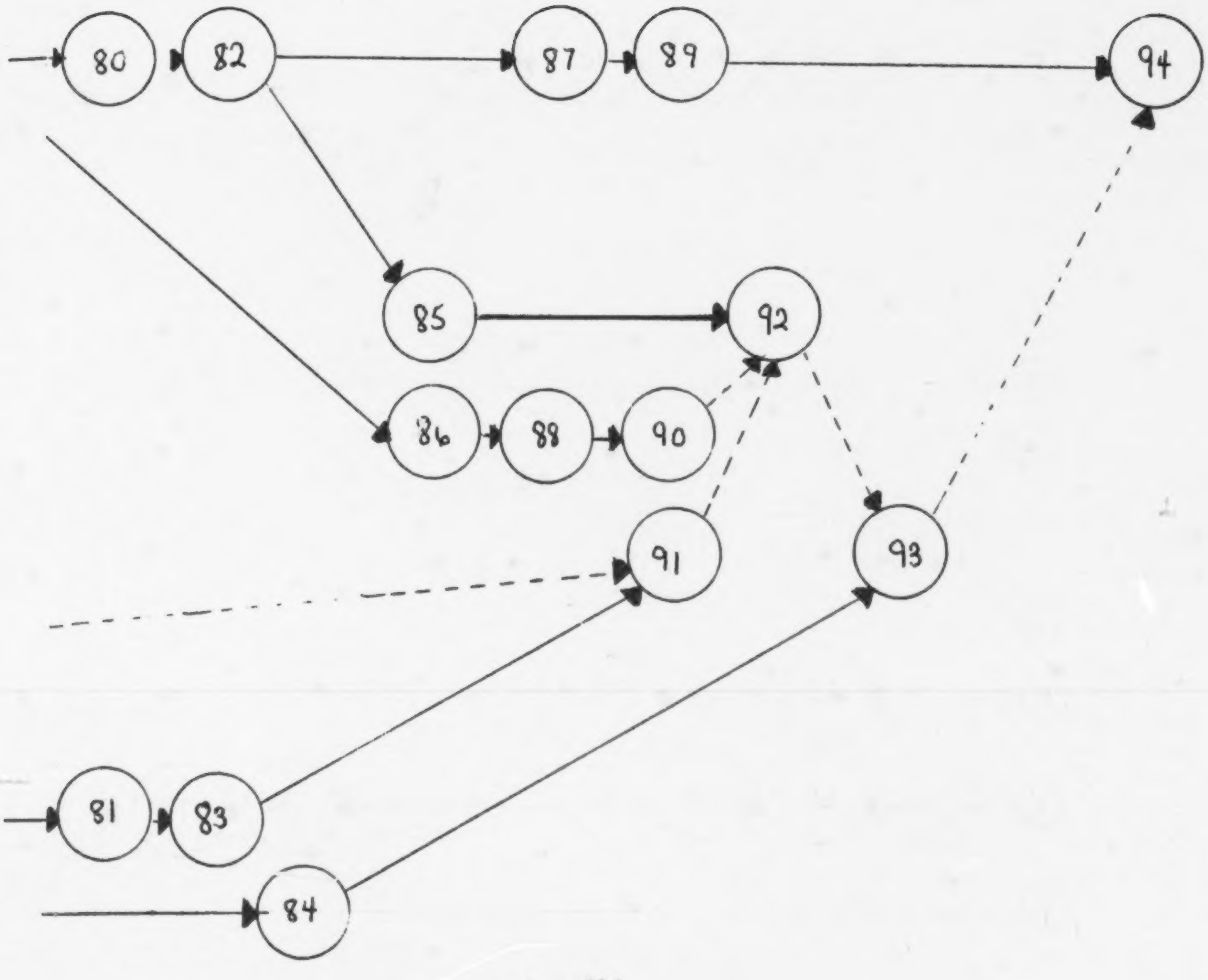

80
82
87
89
94
85
92
86
88
90
91
93
81
83
84

Figure 23–Continued

01 Start
02 Prelim. Concepts Presented to Key Officials
03 Approval to Proceed Obtained
04 Orientation Program Developed.
05 District Budgeting Reviewed
06 Input Documents & Flow Charts Obtained or Prepared
07 Chart of Accounts & Accounting Manual Obtained
08 Applications on EDP Determined
09 Tentative Program Structure Prepared
10 Budget Manual & Time Schedule Obtained
11 Budgeting Forms Obtained
12 Budgeting at Buildings Reviewed
13 Methods of Ident. & Accum. Costs of Fed. & State Prog. Deter.
14 Payroll Distribution Determined
15 Copies of Manually Prepared Reports Obtained
16 Copies of Card Format & Output Obtained
17 Proposed Additional EDP Applications Determined
18 Orientation Groups Determined
19 Budget Process Flow Charted
20 Distribution of Indirect Costs Determined
21 Flow Charts of EDP System Obtained or Prepared
22 Tentative Level A & B Elements Identified
23 Preliminary Orientation Held
24 Memorandum on Budget System Prepared
25 Broad Description of EDP System Prepared
26 Program Structure Approved
27 Orientation Meetings Scheduled
28 Over-all Schematic of Financial System Prepared
29 Level A Criteria Defined
30 Responsibilities for Program Definition Assigned
31 Prospect Task Force Established
32 Changes in Budgeting System Determined
33 Level A Elements Identified
34 Changes in Reporting System Determined
35 Level A Elements Defined
36 Changes in Manual System Determined
37 Changes in EDP System Determined
38 Level B Criteria Defined
39 Orientation Program Presented
40 Input Documents Restructured
41 Level B Programs Identified
42 Level B Programs Defined
43 Program Elements Approved
44 New
45 Level A Codes Assigned
46 Program Summarized
47 New System Flow Charted
48 Level B Codes Assigned
49 Dev. Schematic to Restructured 69/70 Budget
50 Prototype Level C Programs Inventoried
51 Bulk Cost Allocation Procedure Determined
52 Table to Convert to Functional Coding Developed
53 Annual Orders Recoded
54 Personnel Records Recoded
55 69/70 Budget Restructured
56 Training Sessions For Input Conducted
57 Inter-Dept. Charge Procedure Determined
58 Conversion Table Programmed
59 Restructured Budget Reviewed
60 Manual Procedures Revised
61 New EDP Report Formats Developed
62 Conversion Table Tested
63 Prepared For Input to EDP
64 Printer Instructions Changed
65 Data Accum. & Reporting Sys. for Level C Devised
66 Resources Determined
67 Accounting Manual Revised
68 Program Changed as Required
69 Broad Objectives Defined
70 Program Changes Tested
71 EDP Procedures Revised
72 Training For Data Collection Prepared
73 EDP System Tested
74 Training For Data Collection Given
75 Reports Approved
76 Specific Objectives Defined
77 Programs Related to Objectives
78 Data Collection System Converted
79 Appraisal Criteria Determined
80 New Financial Control Reports Issued
81 Alternatives Identified
82 Reports Reviewed
83 Resources Compared
84 In-Depth Training Presentation Prepared
85 Budget Forms Revised
86 Broad Goals For Level B Developed
87 EDP Master Files Expanded
88 Matrix of Goals & Programs Developed
89 General Ledger Integrated
90 Level B Program & Goal Relationships Analyzed
91 Prototype Level C Results Approved
92 Budgeting & Planning Procedures Revised
93 Budget Preparation Training Given
94 70/71 Budget Prepared

Figure 24

SAMPLE OF DISTRICT PROGRAM BUDGET AND MULTIYEAR FINANCIAL PLAN

TENTATIVE BUDGET AND MYFP

BUDGET YEAR ______

PROGRAM			ESTIMATED COSTS												BUDGET YEAR REVENUE SOURCES		
			CURRENT YEAR		BUDGET YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR				
LEVEL	DESCRIPTION	CODE	TOTAL	PER OUTPUT UNIT	TOTAL	PER OUTPUT UNIT	TOTAL	PER OUTPUT UNIT	TOTAL	PER OUTPUT UNIT	TOTAL	PER OUTPUT UNIT	TOTAL	PER OUTPUT UNIT	FEDERAL	STATE	LOCAL
II	INSTRUCTION	1															
III	BASIC	11															
IV	HIGH SCHOOL	114															
V	MATHEMATICS	11409															
VI	ALGEBRA	XX	11,000	$7.50	$12,000	$7.60	$14,000	$7.10	$15,000		$16,000		$17,000				
VI	GEOMETRY	XX	12,000	9.00	14,000	9.00	14,000	8.00	15,500		16,000		16,000				
VI	TRIGONOMETRY	XX			8,000	5.00	11,000	4.00	12,500		11,500		14,000				
	SUBTOTAL		23,000	$8.75	$34,000	$8.40	$39,000	$6.50	$43,000	$6.50	$45,500	$6.50	$47,000	$6.50	$6,000		$28,000
V	ENGLISH	11405															
VI	CREATIVE WRITING	XX	15,000	$9.00	$16,500	$8.53	$17,000	$6.00	$18,000		$19,000		$20,000				
VI	LITERATURE	XX	11,000	8.00	12,000	8.20	10,000	6.50	12,000		11,000		11,000				
	SUBTOTAL		26,000	$8.15	$28,500	$8.30	$27,000	$6.40	$30,000	$6.40	$32,000	$6.40	$31,000	$6.40			$28,500
III	TOTAL BASIC	11	XXX	XX													
III	TOTAL SPECIAL	12	XXX	XX													
III	TOTAL VOCATIONAL	15	XXX	XX													
III	TOTAL COMPENSATORY	16	XXX	XX													
III	TOTAL CONTINUING	17	XXX	XX													
II	TOTAL INSTRUCTION	1	XXX	XX													

Figure 25

SAMPLE OF PROGRAM BUDGET STATUS REPORT

BUDGET STATUS REPORT

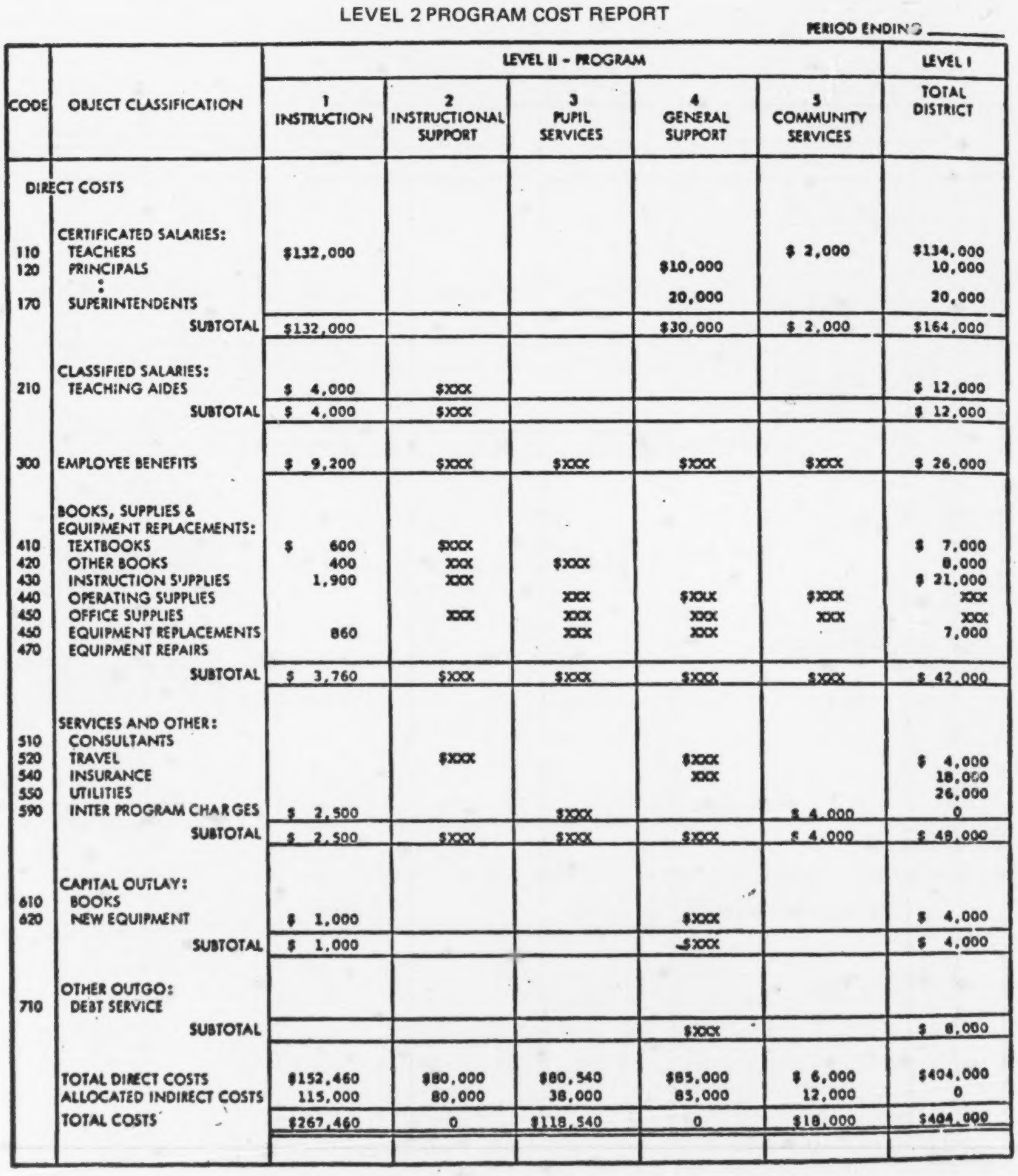
DATE ______

PROGRAM			BUDGET	TRANSFERS	YEAR TO DATE ENCUMBRANCES	EXPENDITURES	UNENCUMBERED BALANCE
LEVEL	CODE	DESCRIPTION					
II	I	INSTRUCTION:					
III	1	BASIC:					
IV	4	HIGH SCHOOL:					
V	09	MATHEMATICS:					
VI		ALGEBRA	$ 12,000	($ 1,000)	$ 10,000	$ 8,000	$ 1,000
VI		GEOMETRY	16,000		15,000	14,000	1,000
VI		TRIGONOMETRY	8,000	1,000	11,000	11,000	(2,000)
		SUBTOTAL	$ 36,000	0	$ 36,000	$ 33,000	0
V	05	ENGLISH					
VI		CREATIVE WRITING	$ 16,500		$ 16,000	$ 15,500	$ 500
VI		LITERATURE	12,000		11,000	11,000	1,000
		SUBTOTAL	$ 28,500		$ 27,000	$ 26,500	$ 1,500
		TOTAL BASIC	$ 198,000		$ 102,500	$ 98,600	$ 95,500
III	2	SPECIAL:					
IV	4	HIGH SCHOOL:					
V	30	MR	$ 23,000		$ 18,000	$ 16,000	$ 5,000
	40	MG	18,000		17,000	14,000	1,000
	50	EH	21,000		17,000	17,000	4,000
		TOTAL SPECIAL	$ 84,000		$ 78,000	$ 70,000	$ 6,000
		TOTAL DISTRICT PROGRAMS	$1,785,000		$1,600,400	$1,400,000	$ 184,600

NOTE: SEQUENCE OF THE ABOVE PROGRAM LISTINGS IS FOR ILLUSTRATIVE PURPOSES ONLY. ACTUAL SEQUENCES USED BY A DISTRICT WILL BE DEPENDENT ON RESPONSIBILITY ASSIGNMENTS WITHIN THE DISTRICT.

Figure 26

SAMPLE OF LEVEL 2 PROGRAM COST REPORT



LEVEL 2 PROGRAM COST REPORT

PERIOD ENDING ____

CODE	OBJECT CLASSIFICATION	LEVEL II - PROGRAM					LEVEL I
		1 INSTRUCTION	2 INSTRUCTIONAL SUPPORT	3 PUPIL SERVICES	4 GENERAL SUPPORT	5 COMMUNITY SERVICES	TOTAL DISTRICT
DIRECT COSTS							
	CERTIFICATED SALARIES:						
110	TEACHERS	$132,000				$ 2,000	$134,000
120	PRINCIPALS				$10,000		10,000
	:						
170	SUPERINTENDENTS				20,000		20,000
	SUBTOTAL	$132,000			$30,000	$ 2,000	$164,000
	CLASSIFIED SALARIES:						
210	TEACHING AIDES	$ 4,000	$XXX				$ 12,000
	SUBTOTAL	$ 4,000	$XXX				$ 12,000
300	EMPLOYEE BENEFITS	$ 9,200	$XXX	$XXX	$XXX	$XXX	$ 26,000
	BOOKS, SUPPLIES & EQUIPMENT REPLACEMENTS:						
410	TEXTBOOKS	$ 600	$XXX				$ 7,000
420	OTHER BOOKS	400	XXX	$XXX			8,000
430	INSTRUCTION SUPPLIES	1,900	XXX				$ 21,000
440	OPERATING SUPPLIES			XXX	$XXX	$XXX	XXX
450	OFFICE SUPPLIES		XXX	XXX	XXX	XXX	XXX
450	EQUIPMENT REPLACEMENTS	860		XXX	XXX		7,000
470	EQUIPMENT REPAIRS						
	SUBTOTAL	$ 3,760	$XXX	$XXX	$XXX	$XXX	$ 42,000
	SERVICES AND OTHER:						
510	CONSULTANTS						
520	TRAVEL		$XXX		$XXX		$ 4,000
540	INSURANCE				XXX		18,000
550	UTILITIES						26,000
590	INTER PROGRAM CHARGES	$ 2,500		$XXX		$ 4,000	0
	SUBTOTAL	$ 2,500	$XXX	$XXX	$XXX	$ 4,000	$ 48,000
	CAPITAL OUTLAY:						
610	BOOKS						
620	NEW EQUIPMENT	$ 1,000			$XXX		$ 4,000
	SUBTOTAL	$ 1,000			$XXX		$ 4,000
	OTHER OUTGO:						
710	DEBT SERVICE						
	SUBTOTAL				$XXX		$ 8,000
	TOTAL DIRECT COSTS	$152,460	$80,000	$80,540	$85,000	$ 6,000	$404,000
	ALLOCATED INDIRECT COSTS	115,000	80,000	38,000	85,000	12,000	0
	TOTAL COSTS	$267,460	0	$118,540	0	$18,000	$404,000

Figure 27

SAMPLE OF LEVEL 3 PROGRAM COST REPORT

LEVEL 3 PROGRAM COST REPORT

PERIOD ENDING ______

		LEVEL III PROGRAM					LEVEL II
CODE	OBJECT CLASSIFICATION	05 BASIC	10 SPECIAL	15 VOCATIONAL	20 CONTINUING	25 COMPENSATORY	TOTAL PROGRAM GROUP
	DIRECT COSTS						
	CERTIFICATED SALARIES:						
110	TEACHERS	$ 20,000	$ 4,000	$ 8,000	XXX		$132,000
	SUBTOTAL	$ 20,000	$ 4,000	$ 8,000	XXX		$132,000
	CLASSIFIED SALARIES:						
210	TEACHING AIDES	$ 4,000					$ 4,000
	SUBTOTAL	$ 4,000					$ 4,000
	EMPLOYEE BENEFITS:						
310	STRS ANNUITY	$ 2,400	$ 1,600	$ 300			$ 4,300
320	STRS PERMANENT	1,200	300	600			2,100
330	SERS	100	25				125
340	FICA	300	75				375
350	H & W	400	300	200			900
360	COMPENSATION INSURAN.	400	500	500			1,400
	SUBTOTAL	$ 4,800	$ 2,800	$ 1,600			$ 9,200
	BOOKS SUPPLIES AND EQUIPMENT REPLACEMENT:						
410	TEXTBOOKS	$ 600					$ 600
420	OTHER BOOKS	300		$ 100			400
430	INSTRUCTION SUPPLIES	900	$ 700	300			1,900
460	EQUIPMENT REPLACEMENTS	660		200			860
	SUBTOTAL	$ 2,460	$ 700	$ 600			$ 3,760
	SERVICES AND OTHER:						
590	INTER PROGRAM CHARGES	$ 900	$ 1,400	$ 200			$ 2,500
	SUBTOTAL	$ 900	$ 1,400	$ 200			$ 2,500
	CAPITAL OUTLAY:						
620	NEW EQUIPMENT			$ 1,000			$ 1,000
	SUBTOTAL			$ 1,000			$ 1,000
	TOTAL DIRECT COSTS	$ 32,160	$ 8,900	$11,400			$152,460
	ALLOCATED INDIRECT COSTS	3,000	2,000	1,000			115,000
	TOTAL COSTS	$ 35,160	$ 10,900	$12,400	XXX		$267,460

Figure 28

SAMPLE OF DIRECT COST REPORT BY PROGRAM

DIRECT COST REPORT BY PROGRAM

PROGRAM	DIRECT INSTRUCTION COSTS	DIRECT SUPPORT COSTS			TOTAL DIRECT COSTS OF INSTRUCTION	NET SUPPORT PROGRAM COSTS
		INSTRUCTION SUPPORT	PUPIL SERVICES	GENERAL SUPPORT		
INSTRUCTION:						
BASIC:						
ENGLISH	$ 82,400				$ 82,400	
MATHEMATICS	65,900	$ 1,500			67,400	
SOCIAL SCIENCE	43,000	2,500			45,500	
TOTAL BASIC	$1,420,800	$ 7,000	$ 4,000	$ 6,000	$1,437,800	
SPECIAL:						
MR	$ 53,000		$ 3,300	$ 3,000	$ 59,300	
MG	26,000		1,000		27,000	
EH	73,000		2,000		75,000	
PH	36,700		1,000	9,000	46,700	
TOTAL SPECIAL	$ 188,700		$ 7,300	$ 12,000	$ 208,000	
TOTAL INSTRUCTION	$1,609,550	$ 7,000	$ 11,300	$ 18,000	$1,645,850	
INSTRUCTIONAL SUPPORT						
MEDIA		$ 8,000				$ 8,000
LIBRARY		5,000				5,000
TOTAL INSTRUCTIONAL SUPPORT		XXXXXX				$ 13,000
PUPIL SERVICES:						
HEALTH			$ 21,700			$ 21,700
GUIDANCE			15,650			15,650
TOTAL PUPIL SERVICES			XXXXXX			$ 37,350
GENERAL SUPPORT						
SCHOOL ADMINISTRATION				$ 150,000		$ 150,000
MAINTENANCE & OPERATION				324,700		324,700
DISTRICT ADMINISTRATION				121,650		121,650
TRANSPORTATION				44,800		44,800
FOOD SERVICE				6,500		6,500
TOTAL GENERAL SUPPORT				XXXXXX		$ 647,650
TOTAL DISTRICT	$1,609,550	$ 20,000	$ 48,650	$ 665,650	$1,645,850	$ 698,000
						$1,645,850
TOTAL DISTRICT COSTS						$2,343,850

Belmont and PPBS

As was mentioned earlier, several projects such as Yardstick, WICHE, MSEIP, etc., have provided direction to groups interested in developing educational planning and/or management systems. The project which is perhaps most closely related to the system proposed in this document is the activity of the Joint Federal/State Task Force on Evaluation. This is because first of all, the project is Federal and states must respond to its requests; and secondly, the project is evaluation oriented and has as one of its components, the development of a Management Appraisal System (MAS). The Belmont System (see Appendix D), for example should provide the Federal Government with information related to the following questions:

	Federal Application	State and/or Local Application
1.	What costs occur for facilities, personnel, etc., in different types of ESEA Title I Projects (*e.g.*, reading, language arts)?	What costs occur for current operations in different categories of curriculum or other operations (*e.g.*, reading, dissemination)?
2.	How do the services provide for handicapped pupils under ESEA Title VI relate to the need for services in terms of the number and type of pupils served?	How many handicapped pupils, who have need of special services, are not being served?
3.	What is the nature of ESEA Title VIII programs designed to help prevent dropouts?	What is the nature of special programs for any specified target population?
4.	In what grade have bilingual education programs (under ESEA Title VII) been most effective?	At which educational levels should the state provide support to insure equal educational opportunity to bilingual children?
5.	To what extent have ESEA Title III projects been continued with non-Federal funds after the Federal funds have terminated?	To what extent are innovative or experimental programs continued in the original location after special funding has terminated?
6.	What changes in reading skills occur in pupils receiving instruction in ESEA Title I reading programs?	Are children reading at the levels specified in the objectives for our state?
7.	To what extent do the elementary school children participating in federally assisted occupational cognizance programs have an awareness of occupational requirements?	To what extent do elementary school children have an awareness of the world of work?
8.	Are the materials or services provided by ESEA Title I adequate in terms of quantity and quality to meet the needs of the participants?	Are the instructional materials in the schools adequate in terms of quantity and quality to meet the needs?
9.	What other academic changes have occurred in students who participate in ESEA Title I reading programs other than improved reading skills?	In what areas are the pupils performing up to the expected levels as indicated in the state's objectives?
10.	What levels of participation in federally assisted programs are resulting in the greatest changes in pupil behavior in the desired directions?	How can we change curriculum patterns to produce the greatest possible positive change in pupil behavior of selected target populations?

Clearly, efforts to design a centralized PB structure should entail a study of the Belmont requests for information. This ought to have quite a high priority, as any district with federally funded programs will, in the future, have to provide "Belmont-type"[1] information.

Illustrative Outputs of a MIS (Level 2) or PPB System

Rather than go any deeper into the complexities of an MIS or PPBS of the type described above, some of the outputs of this system will be considered. For example, an MIS or (PPBS) at this level should provide one with, among other things, a multiyear financial plan (Figure 24), and various state reports relating to the current budget (Figure 25), and program costs, (Figures 26, 27, and 28).

Management System: Management by Exception

In addition to producing reports, some of which were shown in Figures 24-28, the system at level 2 MIS/PPBS would also use, where applicable, the principle of management by exception. In short, indicators and the tolerance level system, as described earlier, would be used to monitor educational progress and evaluate attainment of educational objectives.

Simplified Management Indicator System Level 3

This system is very much on the macro level, in that the data used are very broad. The theory behind this system is:

1. It uses only the data presently gathered and available at the SPI.
2. It uses the simple concepts and principles outlined for Level 1; in short, objectives, information, indicators, and the tolerance interval concept would be used with the existing data at the SPI in Olympia.

This system or approach appears to have several advantages, one being that a great deal of the data generated from the Commonality Study could be used with this system. The Commonality Study used existing state data and has provided a great many educational facts which before were hidden in a mass of data. Each fact gathered from the Commonality Study might be viewed potential indicator.

As a result of the fact that the state now has numerous potential indicators, the process for arriving at objectives might well be reviewed in the level-3 approach and concept. For example, one could now go from indicators to objectives instead of vice versa (see Figure 29). Once objectives have been established and properly stated in behavioral terms, the same process as outlined earlier for management by exception would be applicable.

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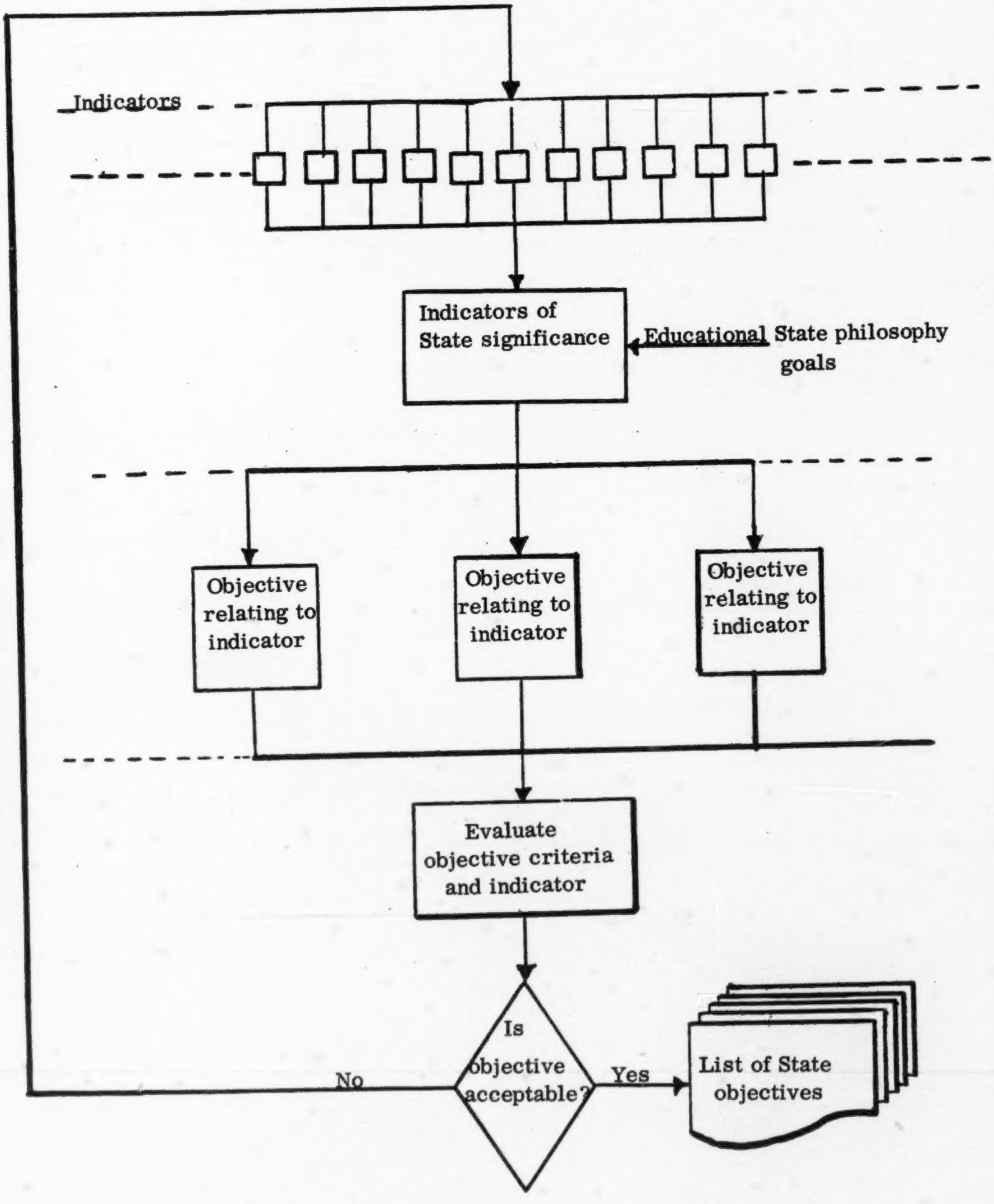
[1] For a further discussion of Belmont's PPBS implications, see Appendix D.

Figure 29

PROPOSED PROCESS EXISTING INDICATORS TO OBJECTIVES


Indicators
Indicators of State significance
Educational State philosophy goals
Objective relating to indicator
Objective relating to indicator
Objective relating to indicator
Evaluate objective criteria and indicator
Is objective acceptable?
No
Yes
List of State objectives

Section 4

RECOMMENDATIONS

Summary of Recommendations

1. Install a State of Washington centralized Educational Management System (PPBS) at the state level.
2. Develop criteria on a democratic basis, and implement a decentralized Educational Management System (PPBS) in local educational agencies in the State of Washington.
3. Establish by legislative action an Office for Educational Management Systems which would be responsible for development, planning, and implementation of PPBS in all local educational agencies in the State of Washington.
4. Provide an organizational plan for the Office of Educational Management System (EMS), which would include a director of EMS; and assistant directors for objectives, program structures, data information, evaluation and system syntheses.
5. Install an Educational Management System (PPBS) at the Office of the Superintendent of Public Instruction. This should be compatible with the Management Information System developed at the LEA level of government in order that information relating to local educational agency budgetary information, program objectives, and evaluation of programs be reflected in the Office of the Superintendent of Public Instruction's biennial budget request to the legislature.
6. Conduct state-wide in-service training program for Office of Superintendent of Public Instruction and local education agency administrators in the basic management principles relating to performance objectives, evaluation criteria, fiscal and management techniques.
7. Install a Management Information System which will support the Educational Management System.
8. Establish a state-wide computer network, composed of satellite systems throughout the state capable of providing basic application processing for the local educational agencies, management reports to local educational agencies, and consolidated data for assessment, accountability, and analysis at the state level.
9. Adapt an Educational Management System which operates on the principle of "management by exception."
10. Investigate and analyze the feasibility of adapting Belmont information for initial supplemental evaluation data on the State of Washington local educational agencies.
11. Develop at the state-level population and planning data relating to local school district geographic areas.

Discussion of Findings and Recommendations

1. **Install a State of Washington centralized Educational Management System (PPBS) at the state level.**
2. **Develop on a democratic basis, criteria and implement a decentralized Educational Management System, (PPBS) in local educational agencies in the State of Washington.**

The Educational Management Systems (PPBS), must be capable of acceptance and use at two different levels of government, (the state and the local educational level). Although the general systems must be compatible, decision making and complexities will differ at each level. The state-level system must be capable of responding to the needs of the SPI management and legislature, whereas the local educational agency system must be capable of responding to the needs of boards of directors, and local citizens in each school district. The over-all State of Washington Educational Management System must be capable of providing centralization at the state level with a decentralized system for use in the local school districts.

The complex funding of school districts includes a combination of Federal, state, and local monies. Although SPI coordinates and prepares legislation requests for state funds, local educational agencies experience distinct and unique problems in approaching communities on local issues which will be financed from local taxation. Consequently two levels or systems are required, one operable on the state level to coordinate state funds, and one on the LEA level to manage all district funds, local and state.

Legislating PPBS may be very feasible on a centalized state-level basis, but it does offer some difficulties on the local educational agency level. The reporting phase of a mandatory Educational Management System could be quite successful on a state-wide basis. However, a total management system is a much more complex plan and application than a simple reporting system which is only one segment of the whole. The application of management principles must be done on a voluntary basis at the local level if full benefit is to be received in the total educational process of the state. Impetus, or adoption by local districts will depend upon their participation in the design of the total state system. A democratic process, utilizing advisory committees and developing model districts and group in-service training programs to provide a consortium with the central staff group is a necessity to obtain a voluntary implementation at the local school district level of the total EMS.

It must be recognized that because of the varying size of local educational agencies, different implementation problems will occur. No one system may be applicable to all sizes of districts; for instance, only parts of the total system may be selected by the very small district. However, the minimum acceptable participation would be reporting and data-gathering portion of the system.

Present state-wide reporting and data collection systems in the State of Washington for financial, pupil, teacher, and assessment information are providing minimal data required to operate a management system. The Special Levy Study Commission's collection of data required considerable efforts to arrange, classify, and present in a meaningful manner. The lack of availability of data and the variance of data among districts also indicated a need for greater state standardization of data collection and expansion of the types of data prepared by each district. Eventual evaluation or assessment of the quality and quantity of education in the State of Washington will not be practical unless some guidelines can be established for data requirements and output information. These guidelines must be established on a centralized basis if the state is to collect standard information capable of comparison from approximately 300 operating school districts.

Analysis of present efforts in implementing PPBS by local school districts has indicated some duplication of effort. More serious probably is the variance in basic program structures which are the heart of a formalized system. The beginning point from which districts may start PPBS implementation is not critical, but an over-all district plan must be present. The funding of local model districts without state-wide guidance on a centralized basis will provide better educational management at the local school district level, but contribute little to the state-level system.

It is necessary to develop on a democratic basis a state-wide plan with participation by local school districts. This would be organized through a centralized group who would be responsible for coordinating planning with classifying and assimilating information, monitoring and reporting progress, conducting in-service training, and documenting an educational management system. Such a cooperative effort would provide the greatest benefits to the state as a whole and yet would be acceptable on a local district basis.

3. **Establish by legislative action an Office for Educational Management Systems which would be responsible for development, planning, and implementation of PPBS in all Local Educational Agencies in the State of Washington.**

Present efforts in Educational Management System (PPBS) implementation indicate the need for centralized coordination and development. Effective coordination of the complexities of state-wide planning will require delegation of responsibility to one specific office or organization that can be held accountable for progress on development and planning for PPB systems; this office must be staffed adequately to do the job. The following areas could be considered as feasible areas for management of such a group:

- The Office of the State Superintendent of Public Instruction would be a candidate in that this agency is charged with the present coordination and development of education at the local educational agency level. It has provided impetus to development of PPBS at the local school district level, and currently employs staff who could be redirected to form a nucleus for an expanded group. The discussions contained in the "Assessment and Accountability" section of this report indicated that information, assessment, and evaluative criteria can best be handled at a neutral point between the legislature and the state agency, providing data to both on an objective basis without historical or traditional ties to any special group. However, continued strong leadership and involvement of the State Superintendent in PPBS along with a present nucleus of personnel may make this the most feasible and economic placement of this function.

- Responsibility for development of an educational PPBS could be delegated to the Office of Fiscal Management and Program Planning, which presently is charged with the development of a PPB System for state agencies. Present planning by this office is of a very broad global basis pertinent to a state agency operation, but is not compatible with the unique, specific, and detailed planning necessary at the local educational agency level. Also in conflict would be the legal question of relationship of a state agency with independent municipal corporations.
- A separate state agency could be established to perform this function; however, the establishment of another state agency would seem to be a rather questionable approach.
- A commission or study group responsible to the legislative committees, similar to that recommended by the Office of Educational Assessment and Analysis, could be delegated this responsibility. Investigation should be made of the feasibility of actually consolidating these two functions within the same organization. This would provide benefits of objectivity, and establish a group not constrained by historical precedent.

4. **Provide an organizational plan for the office of Educational Management System (EMS), which would include a Director of EMS; and Assistant Directors of Objectives; Program Structures, Data Information, Evaluation and System Syntheses.**

This recommendation is very closely related to recommendation no. 3. The state, in establishing any new office or placing the EMS and supporting ESEMIS, will have to provide detailed documentation regarding staff, director, assistant directors, etc. (see Figure 6), and a detailed description of the role and responsibilities of the new office, staff, and systems.

This necessity was alluded to in both the Florida and California Studies. Clearly, if any system of the complexity proposed in this research report is to be successfully designed, implemented, and monitored, and if the information is to be properly channeled to decision makers, persons will have to be hired who are charged solely with responsibilities to this system. (Note, the staff might be made available simply by reorganizing the responsibilities of those presently employed at the SPI. If this were the case, no new staff would be required.) The intent of this recommendation is to avoid adding the responsibilities that go with this system development to persons who already have full-time or even part-time jobs. Conceivably, the director might have other responsibilities provided that the other members on the team did not.

5. **Install an Educational Management System (PPBS) at the Office of the Superintendent of Public Instruction. This should be compatible with the Management Information System developed at the LEA level of government in order that information relating to Local Educational Agency budgetary information, program objectives, and evaluation of programs be reflected in the Office of the Superintendent of Public Instruction's biennial budget request to the legislature.**

The Office of the Superintendent of Public Instruction serves a dual role. It functions as a state agency with operational goals directed to management of its agency function, similar to other state governmental departments. It also acts as a supervisory and coordinating agency for over 300 independent municipal government units—the local public school districts in Washington.

In the former role, the office is required to follow accounting and budgeting guidelines established for state agencies; in the latter, it must compile state-wide LEA financial and statistical data based on a completely different accounting structure.

Presentation of SPI biennial legislative budget requests based on a PPBS system will require revisions in the current information system. Program categories and related information contained in LEA budgets must be capable of accumulation at the SPI information level. As per discussions in prior chapters, the hierarchy of objectives must be compatible at both the SPI level and the LEA level if accumulation of data is to be meaningful. Consequently SPI must independently develop within its own agency an Educational Management System which is compatible with the system implimented in the local education agencies.

6. Conduct state-wide in-service training program for Office of Superintendent of Public Instruction and local education agency administrators in the basic management principles relating to performance objectives, evaluation criteria, fiscal and management techniques.

A realistic commitment to an Educational Management System in the State of Washington will require considerable financial investment on both the state and local district levels. To gain a return on the number of dollars invested in this program will require an investment of time and resources in developing and conducting in-depth, in-service training programs. It will be necessary to teach concepts, technical information and methodology process to all educational administrators in the state. Each district in turn, will be responsible for conducting presentations within their own organization and for local groups such as PTA, Citizen's Advisory Committees, etc. The in-service programs must provide the bridge between elementary knowledge concerning PPBS and actual application of its principles. Presentations will be particularly critical if local educational agencies are to implement Educational Management Systems. As discussed previously, whether local districts enter into this phase of the management system on a voluntary basis may hinge on the competency of the in-service training programs offered throughout the state.

Several alternatives are possible in planning extensive state-wide in-services. Selection of resource personnel and commitment of total dollars may vary considerably among these alternatives.

1. In-service schedules, media, scope of involvement may be selected by personnel in the Office of the State Superintendent of Instruction. These personnel, plus other selected outside resource personnel, may conduct state in-service programs. Other resource personnel could include appointments from higher education, local educational agencies, and the state office personnel.
2. Employment of outside consultants to develop a comprehensive in-service training program. These consultants would select media, determine scope, and prepare guidelines for presentation. Presentations would be conducted by either the state superintendent's office or other resource personnel. Local district in-services would be conducted by training a small unit from each district.
3. An outside consultant could be employed to prepare the comprehensive in-service program and also to conduct in-depth presentations throughout the state.

Over the next several years, not only must administrators be exposed to in-service training, but each district desiring to implement an educational management system will of necessity have to conduct in-depth, in-service programs for its own staff. The state obligation is probably only economically and organizationally feasible in reaching selected numbers of individuals from each district. The in-service programs within the districts will have to be the responsibility of the individual districts.

In-service training should be one of the priority items in implementing the Educational Management System, and should begin soon after initial implementation approval by the legislature.

7. **Install a management information system which will support the Educational Management System.**

Although a total educational management information system will provide more services than just those to PPBS, development of a management information system independent of the PPBS system could result in serious program coordination problems at a later date. Experience has indicated that implementation of information systems capturing basic data require a minimum of one year for debugging before any meaningful results are obtained. Development of a state reporting system for PPB information, even if implemented on July first would not produce any meaningful results until the conclusion of that fiscal year. However, until such a system is introduced state-wide, and experience is gained, difficulties will be experienced in capturing data.

Consequently because of the time lag, it is critical to coordinate development and implementation of the management information system and PPBS.

8. **Establish a state-wide computer network, composed of satellite systems throughout the state capable of providing basic application processing for the local educational agencies, management reports to local educational agencies, and consolidated data for assessment, accountability, and analysis at the state level.**

Establishment of an Educational Management System (PPBS) and a Management Information System (MIS) will place expanded requirements for information on local education agencies. For example, the present minimum system requires 500 accounts; approximately 5,000-6,000 will be required in a multilevel PPBS program structure.

Manual processing, although feasible for some reporting, would become impossible should a management system be desired in all districts. This would be true not only from the standpoint of the amount of the data which must be handled, but from the standpoint of the timeliness of presenting the data to management.

Local educational agencies in the State of Washington are expending approximately $2 million annually for major computer installations. There are major installations in eight local school districts; one intermediate district office has an installation available to all districts in the county. The cost for these personnel and equipment mainly relates to the cost of processing basic financial and pupil applications. Nominal attempts have been made within the present installations to implement Computer Assisted Instruction Applications. Expansion of education into Computer Assisted Instruction and proliferation of data processing among the remaining school districts in the state could expand the total cost of computing tenfold in the next several years.

Present computer installations have pioneered individual approaches to such basic applications as payroll, student scheduling, grade reporting. The resultant "reinventing of the wheel" has caused considerable duplication of effort; a more coordinated and direct approach could have been made. The duplication has resulted from differences in priorities among districts, provincialism on the part of the technical staffs, pride of authorship, and failure of state and local educational management properly to direct the computer resources to the most beneficial program areas.

The rising cost of data processing can be checked if some of the duplication of effort is eliminated. Individual developments by districts should not be discouraged, but should be directed to efforts that are for unique individual district needs. A library of standardized applications for district processing could be developed on a state-wide basis. Present installations possess operating subsystems which have been proved by a number of years of operating experience. The state should investigate, analyze, and adapt the better applications for such systems as payroll, accounts payable, scheduling, student records, grade reporting, accounting, and system reporting. These programs could be purchased directly from the districts without the high initial cost of programming and experimentation on new systems. Compatibility among districts in application processes would be a requirement, but this should not be a major impediment, as application constraints fairly well dictate a common processing method for most applications.

In advocating a satellite computer operation for processing local educational data, and later consolidation of this information at the state level, several alternatives are available to minimize high capital outlay in the beginning stages of the project:

1. Investigate time sharing of excess equipment capacity of other installations, in both commercial and public agencies. New or additional equipment rental or purchase to equip satellite computer centers should be deferred until such time as time-sharing needs no longer meet basic requirements.
2. Avoid pitfalls of pride of authorship and enamored-with-hardware psychosis; obtain extension involvement of management, and insure that policy matters are determined at the management rather than at the hardware-operating level.
3. Purchase basic applications from existing installations to minimize programming, or reprogramming costs of elementary business and pupil subsystems.

Assignment of control of any satellite computer groups may be one of the more critical decisions to insure commonality of application data and throughput to the state system. Proliferation of control among other governmental units, such as intermediate school districts could seriously jeopardize any standardization and could result in duplication of effort between satellite centers. One of the larger local banks in the state has pioneered satellite centers. An example of one of these centers in the eastern part of the state is a large computer which is programmed and operated from a control center in Seattle. No programming or manipulation of the system in the eastern part of the state can occur on a local basis; all developmental work is performed in Seattle. This type of operational standard should be considered for basic applications.

The following type organizational plan could prove feasible in initiating satellite computer data centers:

1. Allow local educational agencies to maintain systems and programming staff, but not invest in hardware, except for terminals or small output-type computer centers.
2. Maintain systems and programming staff on a state-level basis for development and coordination of new applications and for development of MIS PPBS programs.
3. Stipulate a common programming language for all centers such as "COBOL."
4. Investigate and explore development work already performed by the State of California in organization and staffing of their satellite computer information group.
5. Specific timetables and guidelines must be established on a phase basis to insure that continued benefits are received during the implementation stages.
6. Major goals must be continual measurable benefits from implementation, and avoidance of attempting to work out a completely flawless theoretical system before beginning any implementation.

The lead time required to implement a total management information system using data processing equipment through satellite centers is dependent on the present development within the districts of data processing capabilities. Those districts which are presently on a manual basis would require a time phase of approximately two years prior to completion of implementation of basic applications such as payroll, accounts payable, student records, etc. Until these applications are completely automated, the gathering of total state information will be restricted. Consequently it is imperative that early priorities be given to implementing satellite computer data centers.

9. Adapt an Educational Management System which operates on the principle of "management by exception."

Decision makers cannot handle information which simply indicates that all is going well or that no problems exist, the magnitude of such information, in terms of quantity, more often than not can cripple decision making, at least in terms of time. What is needed is a system that reports on discrepancies or exceptions. With such a system, management assumes that all is going well unless otherwise notified.

In the past, the principle of management by exception has often noted only those exceptions which were of a negative type. What is needed in the education system, is a system which reports *both* positive and negative exceptions. The negative exceptions are flags and possibly indicate that help or assistance is needed. The positive exceptions arm decision makers with tools and information of what has been and/or what is presently effective. These positive exceptions, by generating alternative solutions to problems, provide knowledge which can be used to assist, in the case of negative referrals or exceptions.

The indicator with a tolerance interval, which was the proposed system in this report, appears to be *one* approach to such a management system.

10. **Investigate and analyze the feasibility of adapting Belmont information for initial supplemental evaluation data on the State of Washington local educational agencies.**

The Federal Government will continue to evaluate the impact of the programs which are federally funded. As a result, school districts will have to provide reports which the Belmont effort requests. This being the case, any centralized PB accounting system should be capable of producing reports required by the Federal Government. In addition, a great deal regarding construction of evaluative instruments and evaluation techniques might be learned by the state, were the state to follow this direction. It would certainly be less costly, as many districts in the state are in the Belmont's national sample, and the Management Appraisal System, MAS (see Appendix D), might well provide additional insight into the mechanics of an EMS. As Impara points out in his summary (Appendix D), many of the questions which can be answered using Belmont-gathered information, can be generalized at the state level.

Whether or not this justifies the state's becoming more involved in Belmont activities, the LEA's will have to respond to the requests for information related to Belmont evaluation activities; thus the Washington State Educational Management Information System must contain this type of information. In this sense, there appears to be Federal direction for the states regarding some of the types of data which states must begin collecting at, perhaps, the state level.

11. **Develop at the state-level population and planning data relating to local school district geographic areas.**

Any management system will require population data which can be projected over a period of years. These might include general population data, as well as census-type data, employment data, etc.

The need for such data at the LEA level is obvious and requires no further elaboration. While this recommendation is not a new idea, it has yet to be done on the level required. For example, LEA's could make very good use of manpower projections relating to their district. Moreover, the above is only one example of the nature and type of data which might be of educational value and importance. Furthermore, if population trends, etc., are left to LEA's to project, the state has little or no control over the validity of such data. Given base population and planning data at the state level, the state would be able both to provide LEA's with the data and to control and monitor what reports regarding population trends LEA's were forecasting. As dollars are basically allocated on a per-student basis, the need for such data becomes very apparent.

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Appendix A

Appendix A

PROGRAM FINANCIAL PLAN (PFP)[1]

The evaluation model developed for the Pullman, Washington, schools is explicit in the Program Financial Plan (PFP).

The mark of the evaluation process is to tie costs, projected on a multiyear basis, to the objectives of a program. The data should be valuable in choosing among alternative program proposals. Estimated effectiveness and cost, plus actual evaluation, will aid in the alteration of operational programs. The iterative process of estimation and evaluation at the various decision levels is designed to improve the decision-making skills of the administrators.

The Program Financial Plan includes the following:

1. Five-year projection of costs for each subcategory and the total program.
2. Cost breakdown on development, implementation and operation.
3. Alternative proposals.
4. Program objectives aggregated from specific instructions to general policies.
5. Antecedent or entry level of the students into a particular program level.
6. Anticipated transaction within a program based on the input of staff, materials, supplies, methodology, and other mediating factors.
7. Method of both objectives and subjective measurement of goal attainment within the program.
8. Cyclical process for redesigning the program in a given period of time.
9. Procedures of differential measurement of the accomplishments caused by the transaction.
10. Method of estimation that can be "purified" through evaluation.

These areas were made explicit in the evaluation model as the PFP was developed. This is, however, only a model; it will provide only a basis for a school district to develop its own method of evaluation. The crucial area appears to be the development of discrete objectives that will be factually measurable.

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[1] **Adopted from Ron Harper and J. Patricia Westcott, "Guidelines for Implementation for Planning-Programming-Budgeting for First Class School Districts for the State of Washington." (Pullman: Washington State University, Sept. 15, 1969).**

PFP BASE ELEMENTS

PROGRAM BASE ELEMENT ______________________________

CURRICULUM OBJECTIVE (attach instructional objectives) ______________

A. ______________________________

B. ______________________________

____

____

C. ______________________________

GRADE OR AGE LEVEL ______________ TOTAL STUDENTS ______________

D.

	FY 69			FY 70			FY 71		
	D	I	O	D	I	O	D	I	O
01									
02									
03									
04									
05									
06									
07									
08									
09									
T									

	FY 72			FY 73		
	D	I	O	D	I	O
01						
02						
03						
04						
05						
06						

07						
08						
09						

T

E.

Total 69	Total 70	Total 71	Total 72	Total 73

F. TRANSACTION ______________________________

____

____

____

G. (ONE YEAR	01	$______
Fy 69 ONLY)	02	$______
	03	$______
	04	$______
	05	$______
	06	$______
	07	$______
	08	$______
	09	$______

TOTAL

H. ANTECEDENT - (PRETEST)

	RAW	WT.		RAW	WT.
TEST 1			TEST		
TEST 2			TEST		
TEST 3			TEST	______	______
			TOTAL		

I. EFFECTIVENESS (estimated) NET SHIFT ____________ ____________ ____________

EFFECTIVENESS (actual) + 4.5 MONTHS

	RAW	WT.		RAW	WT.
			TEST 4		
TEST 1					
TEST 2			TEST 5		
TEST 3			TEST 6		
				______	______

J. BENEFITS (actual) NET SHIFT ______________________________

PFB BASE ELEMENTS

1. This PFP should be completed by the building principal, department head, project director, or classroom teacher, depending upon the adopted program structure of the district or budget development policies. It can be used at the classroom, grade, or subject area, depending upon instructional administrative organization within the school. It should be tailored to fit the district requirements. For computer uses it needs to be coded, but again this would be unique for each district.
2. Prior to building this budget sheet, the district or building should establish the minimum number of alternatives required at each program category level.
3. This document has been compressed for explanation and is intended as a guide.

Explanation of individual terms:

A. Program Base Element: The identification of base element being proposed and number of alternatives. The identification of the base element must conform to the proposed program structure unless a departure has been identified in advance. If desired by the district all on-going programs can zero base by not having alternatives, although it is recommended that a different format should probably be utilized.

B. Curriculum objectives that this base-element proposed alternative is attempting to attain are to be listed here. The instructional objectives should be attached to this sheet for review and information purposes to the building principal and/or the curriculum staff. It should be noted here that alternative instructional alternatives are possible as well as resource alternatives.

C. Self-explanatory: The total number of students includes all students to be instructed in this base element.

D. The current four-year projected costs of each proposed base element by objects of expenditure costs. Longer or shorter costs projections are possible. The DIO breakdown is a theoretical concept. This is built into this PFP for several reasons: 1) Each program should have a terminal date. 2) A program design in, say, 1969 should be redesigned prior to 1974. Hence, the costs for this program should include redesigning the program and possibly implementing a new program as a pilot project prior to completion of this program. These are legitimate program costs and should be shown. 3) Evaluation costs are part of implementation costs to build into the total costs of the program. 4) Research and development funds have long been cited as a need in education; this represents an attempt to include these costs within the program structure. (It should be noted that no state department guidelines exist for DIO money at the present time within a program structure).

E. A summation of the total costs of a program on a multiyear horizon.

F. Transaction: An identification of the methods, staffing patterns, media, equipment time and facilities to be used in the actual teaching process in the proposed base element alternatives.

G. This is the current-year itemized objects of expenditures in the base elements.

H. Here is shown the entry state of the students into the base-element transaction. It is readily recognized that this will be a crude instrument at the outset. Unless established achievement testing exists that will encompass all of the objectives that are to be attained, there seems to be little hope in looking for the achievement test route. If the instructional objectives are well written the devised tests should be a crude measurement. The curriculum staff should work closely with the teachers and/or building staff in devising the tests to be utilized. Behavioral objectives should facilitate the establishment of the evaluation procedures.

I. PPB is basically a decision-making process. Two aspects are inherent in the informational flow: 1) an estimation of effectiveness of proposed alternative programs and 2) a method of observation to see if the objectives have been attained for relevant program modification. It is not the intent of the PPB process to replace intuition and judgment, but to sharpen this by improved data. The data in this section tie effectiveness to the costs of a program in the preceding section. The basic rationale is that whoever makes the decision on the program adoption or modification can use data to consider in the decision process.

PFP
PROGRAM SUB-CATEGORY

A. PROGRAM SUB-CATEGORY: ______________________________

B. PROGRAM OBJECTIVES: (attach curriculum objectives) ______________________________

____

____

____

____

____

C. GRADES OR AGE LEVELS ____________________ TOTAL STUDENTS ______________

D.

	FY 69			FY 70			FY 71		
	D	I	O	D	I	O	D	I	O
01									
02									
03									
04									
05									
06									
07									
08									
09									
T									

	FY 72			FY 73		
	D	I	O	D	I	O
01						
02						
03						
04						
05						
06						

PFP PROGRAM–CONTINUED

	D	I	O	D	I	O
07						
08						
09						
T						

E.

Total 69	Total 70	Total 71	Total 72	Total 73

F. TRANSACTION ______________________________

____

____

____

____

G. CURRENT 01 $______________

ITEMIZED 02 $______________

03 $______________

04 $______________

05 $______________

06 $______________

07 $______________

08 $______________

09 $______________

TOTAL $______________

(Attach additional list for itemized statements of estimated expenditures for current year. Identify additional staffing and special equipment to be purchased after first year.)

H. ANTECEDENT - (PRETEST OR AVAILABLE RECORDS)

TEST #	RAW	WT.
1		
2		
3		
4		
5		
N	______	______
TOTAL		

I. EFFECTIVENESS (estimated)NET SHIFT ______________________________ during year

EFFECTIVENESS (actual) + 4.5 MONTHS ______________________________

EFFECTIVENESS (actual) + 9 MONTHS ______________________________

	4.5			9	
TEST #	RAW	WT.	TEST #	RAW	WT.
1			1		
2			2		
3			3		
4			4		
5			5		
N	________	________	N	________	________
TOTAL					

PFP Subcategories

1. The PFP for program subcategories is basically a compilation of alternative base elements. It should be noted that depending upon the number of base elements and alternatives required, a myriad of alternatives is available for the program subcategory development of alternatives. The latitude for decision making is broad and far reaching. If it becomes desirable for resource reallocation purposes either to reduce or to increase program subcategory resources, it is always possible to return to rejected base elements for possible inclusion.
2. The program subcategory is developed and completed by the director of the program subcategory, depending upon responsibility. Normally it should be a department head, a building principal, or a district subadministrator in charge of a program subcategory.
3. What should clearly be established in advance is the number of program subcategory alternatives that are to be developed.
   Form explanation:
   A. Program subcategory title.
   B. Program objectives are delineated on this sheet. Curriculum objectives are attached for review and informational purposes.
   C. Composite of the base elements selected in building the alternatives for program subcategories.

PFP PROGRAM–CONTINUED

A. PROGRAM ______________________________

B. POLICY OBJECTIVE ______________________________

C. DISTRICT AND PROGRAM OBJECTIVES (Attach list) ______________________________

____

____

____

____

____

D.	FY 69			FY 70			FY 71		
01									
02									
03									
04									
05									
06									
07									
08									
09									

T

	FY 72			FY 73		
01						
02						
03						
04						
05						
06						

PFP PROGRAM–CONTINUED

07						
08						
09						

T

Total 69	**Total 70**	**Total 71**	**Total 72**	**Total 73**

E. **CURRENT YEAR - Fy 69 only**

01 $____________________

02 $____________________

03 $____________________

04 $____________________

05 $____________________

06 $____________________

07 $____________________

08 $____________________

09 $____________________

(Break out by classifications only this sheet, itemized list attached)

F. **TRANSACTION:**

No. of students ______________________

No. certificated staff ______________________

No. non-certificated staff ______________________

% of District total budget ______________________

% facilities utilized for program ______________________

Cost per pupil for this total program ______________________

G. Identify program sub-categories whose mix differs substantially from the norm of other program sub-categories. ______________________

____

H. Identify alternative approaches below the program level which estimates less costs-effectiveness that might be implemented (in order of priority).

Program sub-category or Base Elements - Schools - Costs (specify)

1

2

3

4

5

6

7

8

9

10

11

12 $______________________

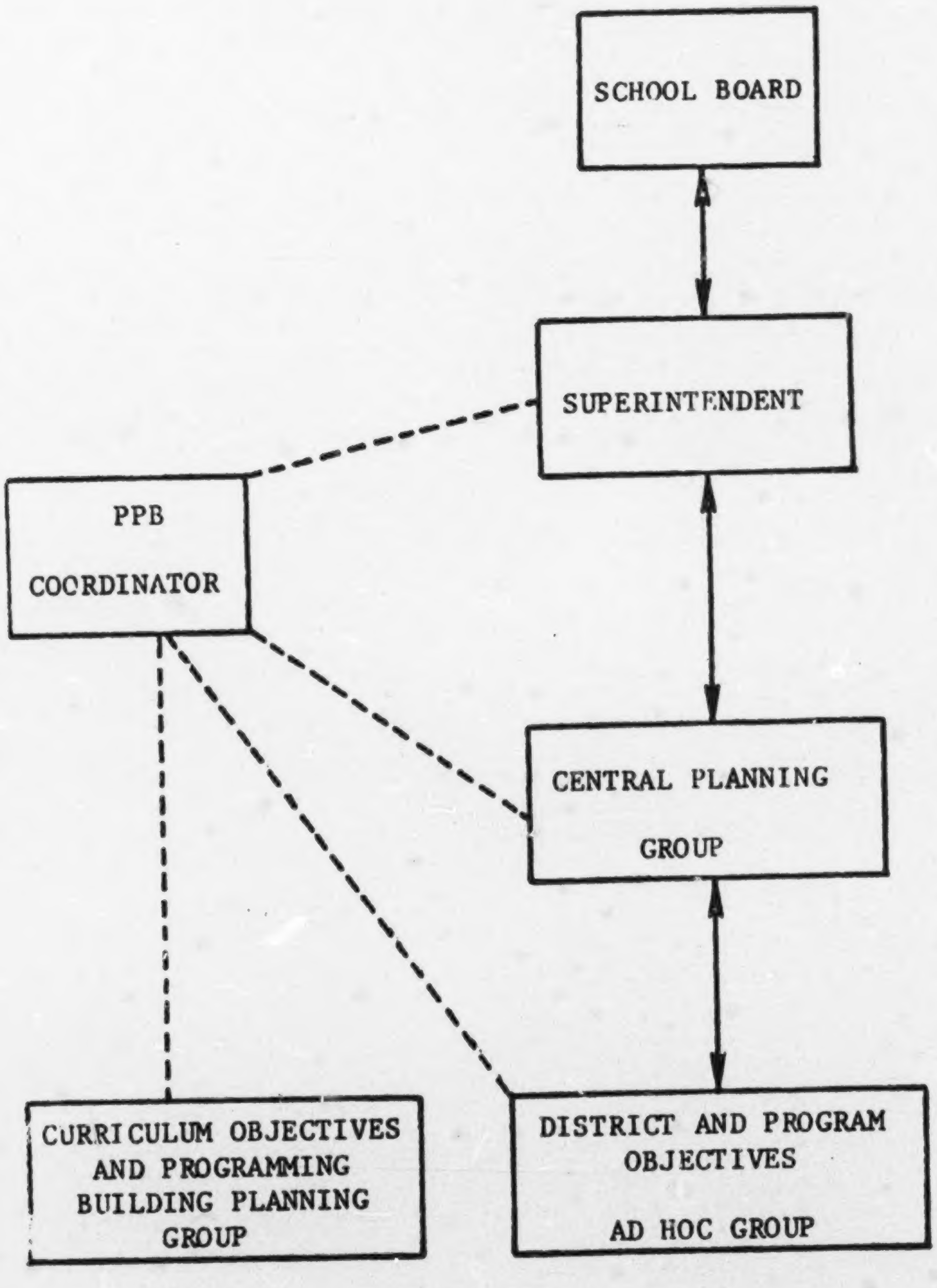
TOTAL

1. The program financial plan summarizes various alternatives from the base levels and the program subcategories.
   - A. Program–identification of the major program category of the program structure.
   - B. Identification of policy objectives being attained by the program.
   - C. District and program objectives being attained by the program attached for review and information purposes.
   - D. The five-year projection of expenditures for the program with DIO expenditure funds identified.
   - E. Current year itemized by classification within the program.
   - F. Summarization of transaction with some specific items for comparison among programs.
   - *G. Is management by exception. Looks for specific lower-level programs that alter "inputs" for future utilization in the district.
   - *H. May be established either for less-or greater-than-costs-effectiveness. If the district is of considerable size, many alternatives will have been rejected in the process of selecting alternatives that had either higher or lower "pay-offs." Depending upon the priorities of a particular program it might be helpful to identify programs for either reducing or increasing the budget. This section provides the alternatives.
   - *I. Composite of base elements selected.
   - J. Five year totals
   - K. Summary of base element transactions selected.

*G–H–I are explained in base elements – these are total of those selected alternatives.

PPB DEVELOPMENT CHART

FOR THE PULLMAN SCHOOL DISTRICT


SCHOOL BOARD
SUPERINTENDENT
PPB
COORDINATOR
CENTRAL PLANNING
GROUP
CURRICULUM OBJECTIVES
AND PROGRAMMING
BUILDING PLANNING
GROUP
DISTRICT AND PROGRAM
OBJECTIVES
AD HOC GROUP

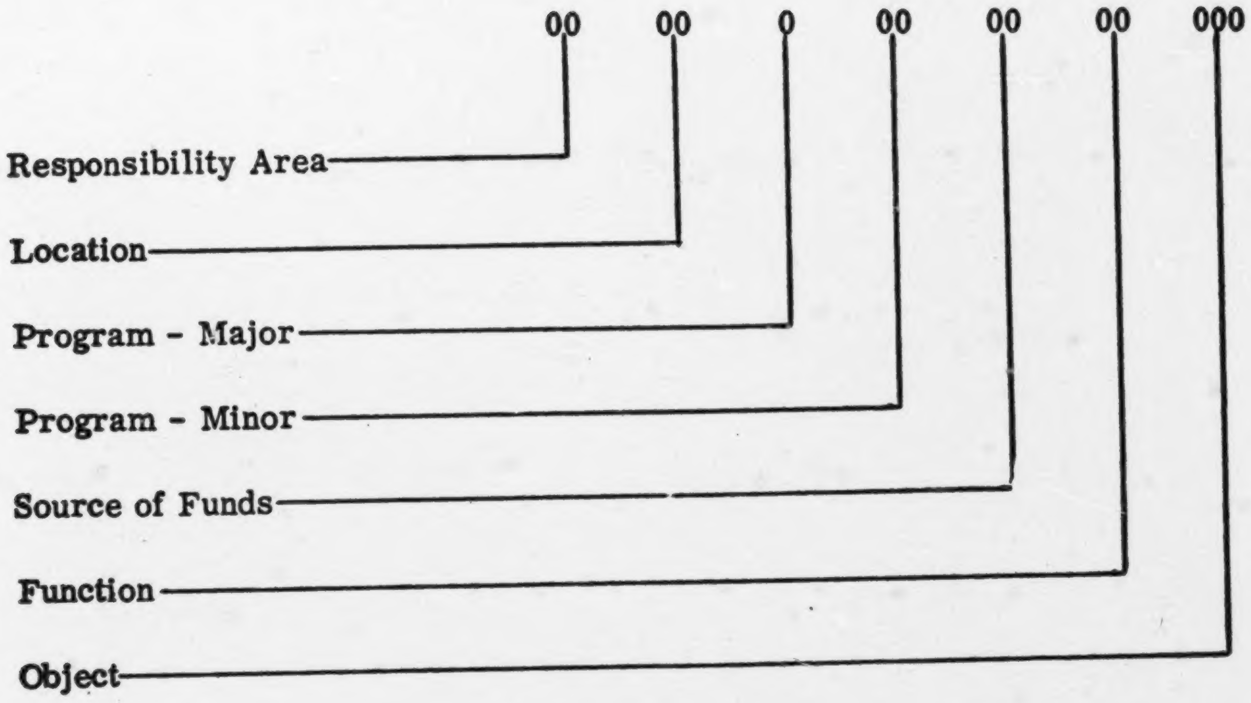
Appendix B

BELLEVUE PPBS CODING STRUCTURE

534/535

Appendix B

BELLEVUE PPBS CODING STRUCTURE


00 00 0 00 00 00 000
Responsibility Area
Location
Program - Major
Program - Minor
Source of Funds
Function
Object

Appendix C

SHORELINE SCHOOL DISTRICT

538/539

Appendix C

SHORELINE SCHOOL DISTRICT

Phase 1-Detail Tasks for PPBS Implementation

Tasks–Accounting

1. Determine changes required in budgeting system.
2. Determine changes required in reporting system.
3. Determine changes required in manual system.
4. Assign codes to level-A elements.
5. Assign codes to level-B programs.
6. Restructure input documents.
7. Flow chart new system.
8. Develop procedures for allocation of costs of bulk purchases to programs where practical.
9. Determine and design budgetary reports needed.
10. Recode annual orders.
11. Develop procedures for allocation of interdepartmental costs including job costing.
12. Develop schematic to restructure 1969-70 Premlininary Budget.
13. Conduct training sessions in preparing new input documents.
14. Revise manual procedures as necessary to accomodate level-B programs.
15. Restructure Preliminary Budget in program format at the district or building level as required.
16. Revise accounting manual as required.
17. Provide for conversion from program reporting to state functional reporting.
18. Review restructured budget with appropriate district officials.
19. Prepare Final Budget 1969-70 in PPBS format.

Tasks–Personnel

1. Recode personnel records for teachers.
2. Recode other personnel records.

Tasks–Educational Data Center

1. Determine changes required in EDP system.
2. Layout new management report formats.
3. Keypunch personnel records.
4. Change printer instructions to produce interim budget status reports.
5. Change programs as required for interim reports.
6. Test program changes.
7. Revise procedures as necessary to accomodate level-B programs.
8. Test EDP system.
9. Produce interim status report.
10. Order printing of new management report forms.
11. Begin programming for new management reports.

Tasks–Instructional Services

1. Establish areas of responsibility for program definitions.
2. Prepare definition of each level-A element.
3. Prepare definition of each level-B program.
4. Pilot study conducted of the music program.
5. Inventory all level-C programs.
6. Prepare objectives for all curricular areas.

SHORELINE SCHOOL DISTRICT

1970-71

PPBS PROGRAM STRUCTURE

The program structure reflects the basic purposes of the school system and is a means for short- and long-range planning of instructional and operational programs. The system of budgeting and accounting should provide information on program costs that will help in the making of decisions about future educational and operational programs.

A program structure has been developed that will provide this information and has been classified into the five following levels:

Responsibility Area	— These identification codings will be used as identifiers to assist in placing levels to appropriate responsibility or management areas for cost control and reporting. Examples would be Aldercrest, Shorecrest, Assistant Superintendent–Business and Finance.
Level A–Educational Area	— This category is the major area such as elementary, special education, etc., and for the most part is similar to the present program as defined by the State Accounting Manual.
Level B–Program	— This classification level defines curricular and organizational level. Examples of this level are music, art, basic skills, and libraries.
Level C–Subprogram	— This level of activity will most likely provide the greatest meaningful comparison area for new programs. Study will be restricted to selected curriculum areas during the first phase of the PPBS implementation. Within music, examples would be band, orchestra, chorus, etc.
Level D–Object of Expenditures	— This grouping of the things purchased such as salaries, supplies, books, contracted services, etc., is identical to present object classifications used by Shoreline.

PPBS PROGRAM STRUCTURE

	Responsibility Area
01	Aldercrest
02	Briarcrest
03	Brookside
04	Cromwell Park
05	Cedarbrook
06	Echo Lake
07	Firlands
08	Fircrest
11	Highland Terrace
12	Hillwood
14	Horizon View
15	Katherine Luther Home
16	Lake Forest Park
18	Meridian
20	North City
23	Paramount Park
24	Parkwood
25	Richmond Beach
26	Ridgecrest
27	Ronald
28	Sunset
29	Syre
31	Butler
32	Einstein
33	Cordell Hull
35	Kellogg
36	Morgan
45	Snack Bar - Shorecrest
46	Snack Bar - Shoreline
47	Shorecrest
48	Shoreline
49	Shoreview
50	Ass't Supt. - Business & Finance Board of Directors Accounting Director Purchasing Director
51	Lunchroom Director
52	Supervisor of School Construction
53	Adm. Ass't - Plant Facilities
56	Transportation Supervisor
80	Ass't Supt. - Instruction Executive Director - Elementary Executive Director - Secondary Coordinators
82	Director - P.E.
83	Director - IMC
84	Director - Special Education
85	Director - Pupil Personnel Services
86	Director - Summer School
87	Coordinator - Driver Training
88	Coordinator - Vocational
89	Director - Environmental Education
90	Ass't. Supt. - Supt's. Office
91	Ass't. Supt. - Personnel
92	Director - Publications
93	Director - EDC Center
94	Director - Research & Development

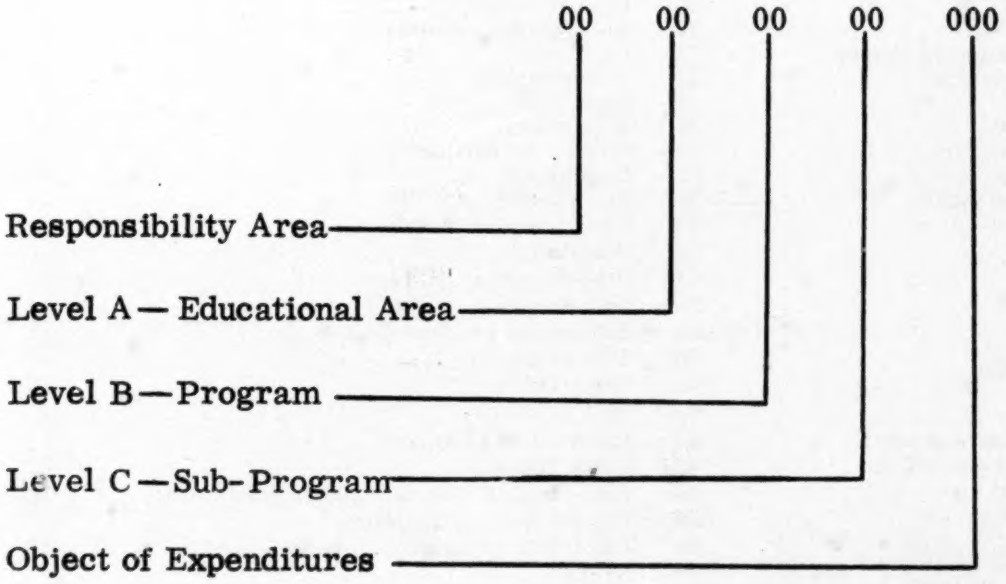
	Level A
01	Elementary
02	Junior High
03	Senior High
04	Summer School
05	Special Education
06	Vocational
07	State Institutions - Fircrest
08	Safety Education
10	Instructional Services
20	Pupil Personnel Services
31	District Administration
32	Lunchroom
33	Transportation
34	Operations
35	Maintenance
36	Community Services
37	Contingency
38	Ski School
39	Environmental Education
52	Headstart
53	Headstart
54	NYC
55	Educational Facilities Grant
60	Title VI - A
61	ESEA Title I
62	Title I - Summer
63	ESEA Title I Carry over
65	ESEA Title II
67	ESEA Title III Male Oriented Program for Boys
68	Planned Program Budgeting
69	ESEA Title III Dance
70	NDEA
80	Level IV Extended Contracts
81	Culturally Disadvantaged Program (PW)
82	Regional Assessment of Oral & Written Composition
83	Creative Gifted
85	Training of Teachers of Teachers
88	Educational Professional Development Act B-2

	Level B
01	Art
02	Kindergarten
03	Primary
06	Intermediate
09	PE/Health
10	Music
11	English/Language Arts
12	Home Economics
13	Foreign Language
14	Math
15	Science
16	Social Studies
17	Business Education
18	Indus-Arts/Trade & Indus.
19	Outdoor Education
20	Distributive Education
21	Evaluation of Cadets
22	Graphic Arts
24	Libraries
25	Counseling
26	Remedial Education
27	Gen. Educational Sup.
28	Administration
29	Automotive
30	Vocational Food Serv.
31	Driver Training
32	Child Guidance
33	Career Sewing
35	Non-Distrib. Handicapped
36	Hard of Hearing
37	Neurologically Impaired
38	Emotionally Maladjusted
39	Trainable Retarded
40	Educable Retarded (EMR)
41	Home-Hosp. Instruction
47	Attendance
48	Guidance
49	Psychological
50	Health Services
51	District IMC
52	District TV
53	Curric. Staff Development
54	Extra Curricular
59	Educational Data Center
60	Board of Directors
61	Superintendent's Office
62	Personnel
63	Finance Budget & Acctg.
64	Publications
65	Research & Development
66	Food Service Operations
67	Operation of Buses
68	Maintenance of Buses
69	Garage
70	Fleet Add. & Replace
71	Groundskeeping
72	Building Operation
63	Warehouse
74	Motor Pool
75	Maintenance of Grounds
76	Maintenance of Building
77	Maintenance of Equipment
78	Improvement to Grounds
79	Improvement to Building
80	Safety Patrol
81	Reimbursable Expendit.

SHORELINE SCHOOL DISTRICT

1970-71

PPBS ACCOUNT CODING STRUCTURE


00 00 00 00 000
Responsibility Area
Level A — Educational Area
Level B — Program
Level C — Sub-Program
Object of Expenditures

Appendix D

THE JOINT FEDERAL/STATE TASK FORCE ON EVALUATION AND PPBS

Appendix D

THE JOINT FEDERAL/STATE TASK FORCE ON EVALUATION AND PPBS[1]

Much has been said about PPBS in terms of what it is and how it is accomplished; concisely, PPBS is:

1. A set of management objectives to be accomplished during a specified period of time.
2. A set of strategies designed to accomplish each objective. The set of strategies for each objective constitutes a program.
3. A budget that describes the cost of each strategy and when aggregated defines the cost of each objective. The cost is expressed in terms of resources and must reflect any constraints specified by either objectives or strategies.
4. An evaluation that specifies the degree to which an objective has been attained. The evaluation component includes data gathering, data analysis, and presentation of the analysis to appropriate decision makers.
5. A decision structure through which the data presentation is the primary tool for modifying the objectives or the strategies (or both).

The above descriptions are greatly oversimplified. It is noteworthy that no specific mention is made about feedback. The fact that the word "system" is used implies a feedback loop and it occurs in this conceptual framework in the decision structure. The pictoral model would look like the flow chart in Figure 1.

Note that the description above and Figure 1 represent the "what" of a model rather than the procedures for implementation. There are at least as many approaches for developing unique PPB Systems as there are organizations which might utilize a PPB system.

The activities and products of the Joint Task Force on Evaluation (the Belmont Group) can be fit into this abstract PPBS model in several places. At present the Joint Task Force effort is directed at accomplishing the following:

1. Design and installation of a management appraisal system intended to aid in the over-all improvement of management capabilities in state education agencies.
2. Development and installation of users' guides and reports to assist Federal program managers and planners in local, state, and Federal agencies in such areas as:
   a. Preparation of program guidelines.
   b. Developing program policies.
   c. Making legislative recommendations.
3. Design and installation of the necessary data collection instruments for determining the impact and the effectiveness of Federal aid to education.
4. Development and installation of staff development programs which will facilitate the installation and use of the above activities and products.

It is important to recognize that the Joint Task Force is focusing its attention primarily on Federally assisted programs. However, the principal products could conceivably be adapted, or modified, to meet the more general needs of a state or local education agency. The remainder of this paper will be concerned with applying the products (except training) of the Joint Task Force to a PPB system within the framework of managing Federal programs. In order to expand this framework to a specific locale, the various statements must be generalized to fit the unique peculiarities of that locale.

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[1] Special paper prepared by Dr. James Impara.

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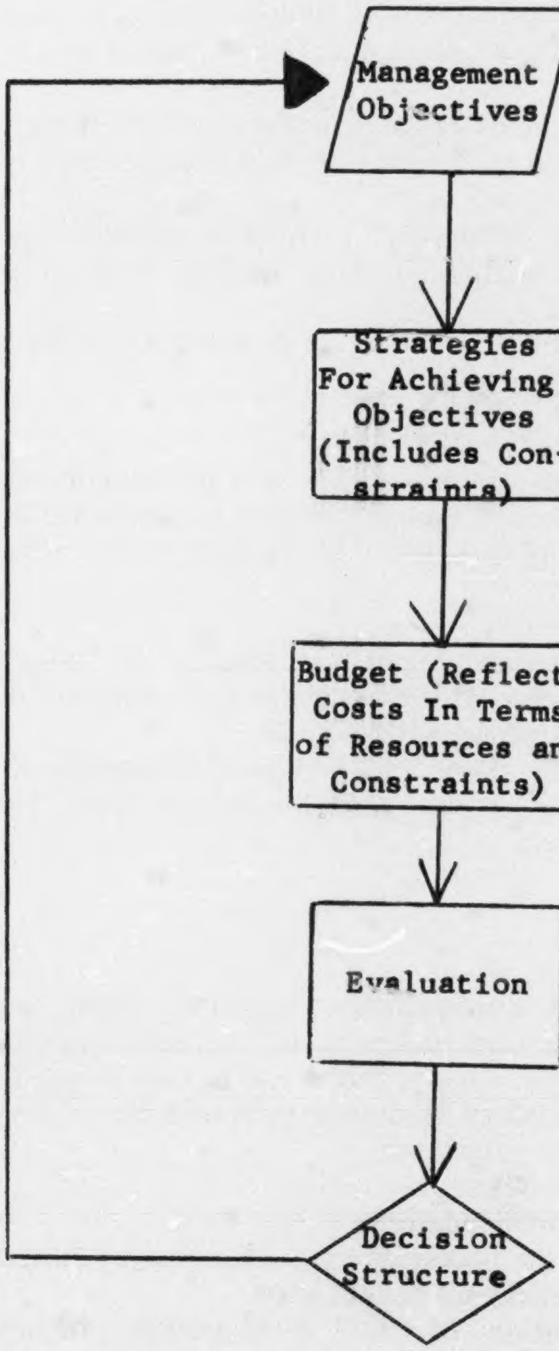
Figure 24

FLOW CHART OF OPERATIONAL PPB SYSTEM COMPONENTS


Management Objectives
Strategies For Achieving Objectives (Includes Constraints)
Budget (Reflects Costs In Terms of Resources and Constraints)
Evaluation
Decision Structure

Management Appraisal System (MAS)

This component of the Joint Task Force activities is just getting underway. There are several possible directions which this project may take; hence, it is not possible to discuss precisely how MAS will interact with PPBS.

The major activities of the MAS project are to:

1. Develop an approach and a system for assessing management in education agencies as a basis for improvement.
2. Develop information system requisite to such assessment.
3. Develop ways to accommodate, use, and improve arrangements surrounding the flow of Federal funds in education.

In general the MAS appears to fit most directly into the PPBS components of specification of management objectives, and the determination of the organizational decision structure.

Users' Guides and Reports

This component of the Joint Task Force relates to PPBS in several ways. The guides which will be designed to assist management in identifying the data items and the analysis procedures needed in order to respond to suggested management questions about Federal programs appear to fit best in the PPBS components of evaluation and decision structure. As of January 1, 1971, the following documents are available.

1. **How the Belmont System Works.** This document is intended to serve as a background and overview for other guides. It describes the history and functioning of the Joint Task Force and discusses the products as an information system, a reporting system, and a management system. It also indicates how information from the instruments developed by the Joint Task Force can be used to make management decisions, particularly planning decisions and grants management decisions. (For use by local, state, and Federal agency personnel.)
2. **The Belmont System's Use in Planning.** This document is a technical manual for planners in state education agencies. It describes in detail the uses of information on instruments developed by the Joint Task Force, the design of reports, and the design of procedures for using the reports. (For use by state agency personnel.)
3. **Master Data Analysis Plan–BESE.** This document is designed to demonstrate methods for interrelating the data on the various instruments and translating the data into meaningful and useful sets of information for management and external reports. Particular attention is given to report specifications for use in planning and reporting on Federally funded programs. (For use in the Bureau of Elementary and Secondary Education, U.S. Office of Education.)

Although the descriptions of these documents seem to contain redundancies, they are intended to be at different levels of specificity and directed to different audiences. Some overlap is to be expected though, since many management information needs and decisions are similar in all jurisdictions.

Instrumentation

At present the major products of the Joint Task Force are data gathering instruments. In the PPBS concept described earlier, these products obviously fit into the component of evaluation. Recall that the Joint Task Force is concerned primarily with collecting data to assist in the evaluation of Federally funded programs. However, certain data pertaining to programs, services, and activities funded from non-Federal sources are included on several instruments. These data could provide a basic source of information about the total operation of a state or local school system if the instruments were modified with this objective in mind. The modifications might consist of item revision or they could simply be an expansion of the sampling and analysis procedures, depending on the instrument and the purpose for data collection.

To reiterate, the Joint Task Force is developing instruments to provide information on the impact of Federal funds in education and on the effectiveness of Federally assisted programs. In this context impact is meant to be the measure of distribution of dollars to the various services and activities in which pupils and teachers are participating. In other words, "Are the funds expended as the Congress intended (as translated into program policies and guidelines by the U.S. Office of Education)?"

The effectiveness measures (which are to be used in the near term-before 1973) will only provide crude measures of which programs (or local projects) seem to be working best. They are primarily measures of student achievement which will provide a flag on certain "successful" activities. It is hoped that the flagged projects will be investigated in depth to obtain useful information about what works under certain conditions, or conversely, what produces negative changes.

There exists a set of questions, for each of several sources of Federal funds, which are to be answered upon analysis of the data from one or more of the instruments developed by the Joint Task Force. While these questions were written with specific legislative programs in mind, many could be generalized to fit the objectives of a state or local education agency. Listed in Table 1 are ten such questions. Note that each question is written twice—the first statement of the question relates to a specific Federal program, the second statement of the question is generalized to fit a state or local program. Following each question is an indication of whether it is directed at impact (I) or effectiveness (E). This list is not intended to be complete in any way, it is merely *representative* of questions that can be answered by data from the present instruments (in the case of generalized questions the instruments would probably require some modifications).

Table 4

REPRESENTATIVE MANAGEMENT QUESTIONS

WHICH CAN BE ANSWERED FROM BELMONT INSTRUMENTS

	Federal Application	State and/or Local Application	Measures
1.	What costs occur for facilities, personnel, etc., in different types of ESEA Title I Projects (*e.g.*, reading, language arts)?	What costs occur for current operations in different categories of curriculum or other operations (*e.g.*, reading, dissemination)?	I
2.	How do the services provide for handicapped pupils under ESEA Title VI relate to the need for services in terms of the number and type of pupils served?	How many handicapped pupils, who have need of special services, are not being served?	I
3.	What is the nature of ESEA Title VIII programs designed to help prevent dropouts?	What is the natue of special programs for any specified target population?	I
4.	In what grade have bilingual education programs (under ESEA Title VII) been most effective?	At what educational levels should the state provide support to insure equal educational opportunity to bilingual children?	I
5.	To what extent have ESEA Title III projects been continued with non-Federal funds after the Federal funds have terminated?	To what extent are innovative or experimental programs continued in the original location after special funding has terminated?	I, E
6.	What changes in reading skills occur in pupils receiving instruction in ESEA Title I reading programs?	Are children reading at the levels specified in the objectives for our state?	E

Table 4–Continued

Federal Application	State and/or Local Application	Measures
7. To what extent do the elementary school children participating in federally assisted occupational cognizance programs have an awareness of occupational requirements?	To what extent do elementary school children have an awareness of the world of work?	E
8. Are the materials or services provided by ESEA Title I adequate in terms of quantity and quality to meet the needs of the participants?	Are the instructional materials in the school adequate in terms of quantity and quality to meet the needs?	E
9. What other academic changes have occurred in students who participate in ESEA Title I reading programs other than improved reading skills?	In what areas are the pupils performing up to the expected levels as indicated in the state's objectives?	E
10. What levels of participation in Federally assisted programs are resulting in the greatest changes in pupil behavior in the desired directions?	How can be change curriculum patterns to produce the greatest possible positive change in pupil behavior of selected target populations?	E

It will be sometime before all the instruments are fully operational; thus all of the questions which could be asked cannot yet be answered. To date only two of at least five (possibly seven) instruments are operational. These two are the:

1. Consolidated Program Information Report (CPIR) designed to collect statistical data about pupils, staff, and expenditures as related to Federal programs. This report is collected annually at the close of each fiscal year in a sample of school districts.[1]
2. Elementary School Survey replaced the Survey on Compensatory Education. It is designed to collect data on several Federal programs, especially ESEA I, III, VII, VIII, NDEA V-A, and the Vocational Amendments of 1968. The data are intended to provide a picture of resources, school environment, pupil background and participation, and pupil achievement. The sources of data are samples of pupils, classrooms, and schools, within a sample of districts. Beginning in FY 1971 the data will be collected biennially instead of annually.

The instruments which are under development, or at the field-test stage, are:

1. Secondary School Survey–analogous to the Elementary School Survey and will be administered biennially beginning in FY 1972.
2. Project Descriptor Instrument–designed to provide data on the objectives, participants, activities, personnel, funding sources, and duration of projects. To be field tested in FY 1971.
3. Common Status Measures–designed to collect status and comparative achievement data on program participants.
4. Survey on Early Childhood Education–work has begun on a survey of literature to determine the feasibility of conducting a survey to assess Federally assisted programs at the prekindergarten and kindergarten levels.
5. New Measures of Cognitive Variables–a survey of the literature has begun in seven cognition areas, *e.g.*, problem solving. Upon completion of the literature review, the feasibility of obtaining measures on the variables will be undertaken.

---

[1] The current CPIR is described in greater detail in the following appendix.

One additional project is underway which is designed to permit the comparing of test scores on several commonly used measures of reading achievement in elementary schools. This project is called the Anchor Test Study. Upon completion of the study, steps will be taken to decide whether to continue development on similar projects or to perform additional development on the Common Status Measures. The underlying purpose of both components is the same, *i.e.*, to provide data on student achievement as an indicator of program effectiveness.

In order to assist the reader in seeing the applicability of the questions and the instrumentation discussed above to a PPB System, a brief example is given below.

Suppose an educational agency (USOE, a state agency, or a school district) has specified its educational objectives as required in PPBS. Some of these objectives will relate directly to pupil behaviors, *e.g.*, achievement, or attitude, and some objectives will relate to system behaviors, *e.g.*, number of classroom teachers certificated in field or percent of children participating in special programs.

Let us say that one objective of the agency in this example is:

> By September 1973, every child who is physically or mentally handicapped (as defined in ESEA Title VI) will be provided with special service designed to meet their specific needs as a handicapped child. This will be measured by questions on the Consolidated Program Information Report administered in a representative sample of school districts (or schools) beginning with the fall administration of the CPIR and continuing each year through 1975. (It should be clearly understood that this is *not* the objective of the U.S. Office of Education; it is merely an example.)

Now that there is an objective, it is necessary to establish a set of strategies designed to accomplish it. The first step is to find out if the objective is already being met, *i.e.*, present status. The status will actually be measured in the 1971 survey. The condition specified in the objective is readily translatable into a set of questions that can be asked on the survey instrument (see question 2 in Table 1). Given the status that some children are not being served, alternative strategies can be planned for making the desired changes. Costs and constraints for each strategy can be estimated and projected so that a choice of strategies can be made. When the selection is made, the plans can be translated into programs for handicapped children.

In the fall of 1972, the status of the objective will be assessed once more. Depending on the new status report, one of the following decisions can be made:

1. The objective cannot be achieved; therefore, it must be modified.
2. The strategies chosen were inappropriate and must be modified.
3. Everything is coming along as planned-no changes are needed.
4. Insufficient time has passed to determine if changes are needed–continue as planned for *one* additional year.

It can be seen that each component of a PPB System is addressed. The example began with a management objective–"Treat all handicapped children by 1973." Then the example skipped to evaluation to assess the status of the objective. From this point, the model was followed precisely in that a decision was made based on the status, *i.e.*, do not change the objective, but choose among alternative strategies. A strategy was selected and costed. After the initial trial of the strategy, it was evaluated. Finally, another decision must be made and the loop continues.

The above example is a crude reflection of how one instrument (CPIR) developed by the Joint Task Force can be used to answer questions related directly to the management objectives of almost any education agency. By modifying either objectives, instrument items, survey administration procedures, or analysis and reporting procedures, the Joint Task Force instruments can be used in almost any educational jurisdiction–Federal, state or local.

Appendix E

BACKGROUND AND USES OF THE 1969 CPIR BY STATE EDUCATION AGENCIES

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Appendix E

BACKGROUND AND USES OF THE 1969 CPIR BY STATE EDUCATION AGENCIES [1]

Introduction

The Consolidated Program Information Report (CPIR) was used initially for fiscal year 1969 to collect statistical data on Federally assisted programs. It is the intent of this paper to provide a background and rationale for CPIR. The kinds of analyses being performed by the U.S. Office of Education and a school district feedback report developed by one state education agency (SEA) for the CPIR-1969 are described briefly. In addition, SEA analyses and management uses of the 1969 data are suggested. It is important to note that the data for 1969 are not "state-representative"; that is, the sample of school districts was not drawn in such a way that sample totals can be generalized to make inferences for an entire state.

The reader should be aware that CPIR is *not* an evaluation device. Rather it is a statistical report which gives indications of the impact of Federally assisted programs through quantitative estimates of pupil- and staff-participation patterns in different services and activities, and through estimates of expenditures for the services and activities.

Background

The Consolidated Program Information Report, better known as CPIR, came into being as a result of the efforts of the Belmont subcommittee dealing with the consolidation and improvement of the reporting of statistical information required by several bureaus in the U.S. Office of Education. Prior to the fall of 1969, the acts covering ESEA Titles I, II, III, V, VI, VII, VIII, NDEA III, NDEA V-A, Civil Rights Act Title IV, Follow-Through, Vocational Education Acts, Adult Basic Education, and Educational Professions Development Act required many separate statistical reports for the U.S. Office of Education. These reports were required at various times of the year and often requested duplicated information.

Historically, as new legislation was created to aid education, new reports were required to serve each specific legislative act or title. The rapidly growing multiplicity of reports and information needs, coupled with the intuitive feeling that the situation would continue to worsen, led the personnel of the U.S. Office of Education and several SEA's to seek means of improving the reporting of information to the USOE. These improvements were intended to reduce the frequency and duplication of reporting by LEA's and to provide some reasonable consistency in the definitions of items which are reported.

Attention was focused upon the reporting problem at the first meeting of the Joint Federal/State Task Force on Evaluation (Belmont Group) in January 1969. A rough draft of a consolidated statistical reporting form was discussed and revised by the participants of that meeting. During the following six months, the subcommittee of Belmont participants modified several drafts of a reporting form intended to consolidate the reporting of statistical information required by most of the legislation cited above. By early summer, a final form had been approved and field tested.

The Council of Chief State School Officers (CCSSO) was approached to determine the extent of distribution of CPIR. It was decided to include school districts from all 50 states in the initial administration of the new reporting format and procedures.

Rationale

It is intended that the design of CPIR be such that it will serve three broad purposes:

1. To permit state and Federal program officers to determine the extent to which programs and services under their jurisdiction reach schools and pupils as intended.
2. To assess the elements of program/service effectiveness and efficiency at the local level.
3. To satisfy congressional reporting needs as required of those utilizing Federal funds.[2]

---

[1] **This appendix has been prepared for those who wish to analyze the effects of CPIR. A CPIR Manual is necessary to follow the discussion and can be obtained through the Washington State SPI.**

[2] **Joint Federal/State Task Force on Evaluation. "Comprehensive Evaluation System" (Washington D.C.: U.S. Office of Education, January 1970).**

In fulfilling the above purposes, CPIR-1969 and its analysis has limited ability to yield feedback to state and local agencies since the sample is limited to national representativeness. In 1970, as a result of state-representative sampling, it will provide the capability for direct output of summary and raw data which have been previously unavailable to LEA's and SEA's in either the time or format to be of great benefit. It is expected that the availability of these data will increase the capability of program managers/directors to monitor and improve the program activities for which they are responsible.

Among the data that are collected by this instrument are:

1. Identification of the number of children, by target group, needing services, and of the number benefiting from the programs and services.
2. Staffing patterns by program and services.
3. In-service education by source of funding.
4. Dollars expended by source of funding.
5. Services and activities provided by these funds.

Obviously a great deal of information is collected through CPIR. However, CPIR-1969 was not collected on state-representative samples and it did not require reporting of information related to programs funded exclusively from state and local sources. Thus, in order to consider the total education program in a state, additional data relating to state and local programs are needed as well as data from a state-representative sample of Federally assisted programs.

It should be kept in mind that while CPIR is still in its formative stages, continuous feedback to the Joint Task Force from many sources is being utilized to develop a better instrument. However, careful note of the content and general format of CPIR-1969 should be made. It is a good representation of things to come, and districts should be preparing for these reporting techniques in the future.

Description

The following information has been abstracted from the CPIR-1969 Instruction Manual to give a better understanding of CPIR's scope and content.

> "The report form is designed to satisfy the primary statistical requirements on twelve programs administered by the Bureau of Elementary and Secondary Education during the Fiscal Year ended June 30, 1970.
>
> The programs are:
>
> Elementary and Secondary Education Act Title I (regular program)
> Elementary and Secondary Education Act Title I (migrants)
> Elementary and Secondary Education Act Title I (neglected and delinquent)
> Elementary and Secondary Education Act Title II
> Elementary and Secondary Education Act Title III
> Elementary and Secondary Education Act Title V (section 503)
> Elementary and Secondary Education Act Title VII
> Elementary and Secondary Education Act Title VIII
> National Defense Education Act Title III
> National Defense Education Act Title V-A
> Civil Rights Act Title IV
> Follow-Through Program

The following report forms are superseded by CPIR (OE FORM 4484):

OE FORM 4375 Annual Statistical Report of Title I Program Activities

OE FORM 4375-1 Annual Statistical Report of Title I Program Activities for Neglected or Delinquent Children Living in Institutions (LEA's)

OE FORM 4310 Annual Report, Elementary and Secondary Education Act, Title II, P.L. 89-10, as Amended (Part II–Statistical Data)

OE FORM 4381 ESEA Title III Statistical Data

OE FORM 4130 Annual Report–NDEA of 1958, Title III as Amended, and The NFAHA (Part II–Statistical Data)

OE FORM 4133 Annual Report–NDEA of 1958, Title V-A as Amended (Part II–Statistical Data)

ORGANIZATION OF REPORT FORMS

The Consolidated Program Information Report Form is organized as follows:

Identification and Certification Information–The cover page of the report is used to identify the reporting agency and to provide for certification of the data contained in the report.

Part I–Pupils and Schools–This part requests information on the number of children and number of schools in the agency's district, delineated by pupil population groups, grade levels, and services and activities provided.

Part II–Staffing–This part requests information showing the number of staff positions by activity and pupil populations served, number of staff participating, and dollars expended on in-service training.

Part III–Program Expenditures–This part requests information on the pattern of expenditures in Federally aided programs with an indication of the cost of the services or activities provided by Federal program source. This part also requests a report on the expenditures of Federal funds by age/grade level.

Part IV–Supplemental Program Information–This part consists of sections which requests information supplemental to that requested in the first three parts as related to specific programs.

FEDERAL AID PROGRAMS

Throughout the report when reference is made to Federal or Federally aided programs or services the programs referred to are:

Title I, ESEA–P. L. 89-10: Special programs for educationally deprived children.

Title II, ESEA–P. L. 89-10: School library resources, textbooks and other instructional materials.

Title III, ESEA–P. L. 89-10: Supplementary educational centers and services (or PACE projects to advance creativity in education).

Title V, ESEA (Sec. 503)–P. L. 89-10: Grants to strengthen state departments of education (10 percent of state entitlement available to local education agencies in FY 69).

Title VI, ESEA–P. L. 89-10: Education of handicapped children.

Title VII, ESEA–P. L. 90-247: Bilingual education programs.

Title VIII, ESEA–P. L. 90-247: Dropout prevention program.

Title III, NDEA–P. L. 85-864 and Sec. 12, NFAHA–P. L. 89-209: Strengthening instruction in critical subjects and strengthening instruction in the arts and humanities.

Title V-A, NDEA–P. L. 85-864: Counseling, guidance, and testing; identification and encouragement of able students.

Title IV, CRA–Sec. 403-406, P. L. 88-352: Equal educational opportunities.

Follow-Through EOA–P. L. 88-452: Program to reinforce in the primary grades gains children make in Headstart and other similar preschool programs.

Vocational Education Acts: Smith-Hughes–P. L. 64-347, George-Barden–P. L. 79-586, and Vocational Education Act of 1963–P. L. 88-210 (exclude state vocational education funds).

Adult Basic Education–P. L. 89-750: Encourage and expand basic educational programs for adults.

Education Professions Development Act of 1967–P. L. 90-35: To improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel. Includes teacher corps program.

Other Federal Sources: Includes funds for elementary and secondary education from all other Federal sources not specified above. Examples of other possible Federal sources are: Department of Agriculture; Department of Labor; Office of Economic Opportunity; Appalachian Regional Development Act; and Office of Education programs not listed above.

Abbreviations Used

CRA–Civil Rights Act
EPDA–Education Professions Development Act
EOA–Economic Opportunity Act
ESEA–Elementary and Secondary Education Act
NDEA–National Defense Education Act
NFAHA–National Foundation on the Arts and Humanities Act
P. L.–Public Law

PUPIL POPULATION GROUPS

The pupil population groups used in the report are:

1. Children from low-income areas
2. Handicapped children
3. Nonstandard English speaking children
4. Migrant children
5. Neglected and delinquent children
6. General elementary/secondary population children
7. Out-of-school youth (dropouts)
8. Adult basic education
9. Other adults

U. S. Office of Education Analysis

In order to determine the impact of Federal expenditures, the U.S. Office of Education has planned to perform six kinds of analyses. Of these six different analysis patterns, five are descriptive and one is inferential. These different types of analyses are designed to answer questions which are important nationally for making general administrative decisions and policy decisions. The questions relate to such things as gaps in funding, grade-level emphasis of funded programs, and funding saturation points. Information in these areas can be used to establish priorities, funding practices, and plans for program modification.

The six analysis types are:

1. Means, standard deviations, and frequency counts.
2. Histograms on frequency ranges on selected items.
3. Correlations between items common to several parts and sections.
4. Ratios.
5. Percentage that a selected cell is of the total for a selected variable.
6. One- and two-way analysis of variance.

Many of the possible questions that will be addressed by the analyses are found in "Data Analysis Recommendations for the 1969 Consolidated Program Information Report." Some examples of these questions of national import and the type of analysis to be used are:

	Analysis	Question
1.	What is the total participation in Federal programs by grade level?	Means, frequency counts, histogram
2.	What is the total participation across services and activities?	Means, frequency counts, histogram
3.	What is the relationship between pupil participation and number of staff?	Correlation
4.	What is the relationship between pupil participation and expenditures?	Correlation
5.	What are the cost-per-pupil ratios?	Ratio
6.	What is the pupil-teacher ratio across services and activities?	Ratio
7.	What is the percent of pupil participation over target groups?	Percent of total

	Question	Analysis
8.	What is the percent of pupil participation over services and activities?	Percent of total
9.	Is participation by target group different for regular and summer terms?	Analysis of variance
10.	Are expenditures greater for any specific instructional level?	Analysis of variance

These representative questions show that the USOE analyses can be useful for both internal management and external management. The processes of internal management are those activities which control and direct the agency performing the activities; for example: forecasting, program planning, evaluation, and internal (institutional) research. The function of external management is to translate the abstractions developed within the agency into the effective delivery of appropriate services to the client.

In the context of external management, the U. S. Office of Education will provide a limited return of information to each SEA. For CPIR the return of information consists of a line-by-line edited computer printout of CPIR from sampled districts; *i.e.*, for each line (row) on the CPIR, there is one line on the printout. No state or strata totals will be included since the survey was not intended to be state-representative.

State Analysis

Several states had all of their districts complete all parts of the CPIR. One of these states, Florida, produced a feedback report to its districts consisting of the historical background and purpose of CPIR along with several tables of the unedited data sent in by its districts. The narrative portion advised the districts to use the report cautiously. This was because 1969 was the initial year of the report, and some districts may not have followed directions as precisely as possible because of unfamiliarity with the instructions and the format. The main purpose of this feedback report were:

1. To provide the districts with the background and uses of CPIR.
2. To give them an indication that consolidated reporting will continue.
3. To set the precedent for producing such a feedback report.

The tables reported took information from Part III (Expenditures) to show reported total expenditures of each source of funds (column total as a percent of the total Federal expenditures), and to show expenditures for services and activities and percent of total expenditures for selected services and activities (column "s" entries as a percent of total for column "s").[1] The only additional table provided in Florida's report showed the percent of selected target populations being served. These data were from Part I, Section B, and represented columns "c + d" as a percent of column "b" for lines 24, 25 and 27 (Children from Low-Income Areas, Handicapped Children, and Migrant Children).

While these data are of limited value and narrow in scope, they provide an example of one use that can be made of CPIR-1969 data. The school districts may use these data to make district-by-district comparisons, and to make internal policy or expenditure recommendations. The SEA can use these data for the same purposes as well as to look, district-by-district, at the proportions of expenditures for certain services and activities which may have high priority in the state.

SEA Analyses and Uses

Most states will not have data available on a universe of their school districts. For 1969 they will not even have state-representative data from which state-wide inferences can be made. Given these constraints, what might an SEA do with the line-by-line printout provided by the U.S. Office of Education?

The USOE sample included most of the largest school districts in the nation and thus most, if not all, of the largest school districts in each state. In many states, the large school districts sampled included

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[1] **Column "s": "Total Federal."**

more than 50 percent of the state's pupil and instructional population. While these large districts do not represent the total population, some very useful management considerations can be made which may affect a large proportion of students and teachers. A great many states are placing emphasis on special kinds of programs, such as reading and staff development. By pooling the responses from the largest districts sampled, and by judging whether their enrollment is sufficiently large to generalize to all large districts in the state, an SEA could answer the following kinds of questions about many of their pupils and teachers.

1. How many pre-K-12 pupils participated in Federally assisted programs in reading during the regular school term? Summer school term?

   This information is simply the sum of columns "b", "c", and "d" in line 35. To find what proportion the regular school term is of the total student population for these districts, simply divide this total by the number in column "b", line 23.

2. What proportion of total Federal expenditures were for reading?

   This is found by looking a column "s", line 166 and dividing by either column "s", line 190 (total current operating expenses or column "s", line 195 (total expenditures including capital outlay).

3. What sources of funds were actually used to support various services and activities as compared to the possible sources of funds permitted for the services and activities?

   For each service and activity reported in Part III, certain columns are "open" while others are "closed"; for example, line 104 column "e" is open while line 104 column "f" is closed. This means that expenditures are permitted for line 104 (reading instruction) under column "e" (ESEA Title I, low income), but expenditures are not permitted for line 104 under column "f" (ESEA II). Continuing the use of line 104 as an example, expenditures can be reported in 14 of the 19 possible columns. If a state or district's objective is to concentrate funding on high-priority services and activities, the examination of permissible expenditures compared with actual expenditures for these services and activities can provide essential data for program recycling by the SEA and the LEA.

   The easiest way to answer this question is to isolate the highest priority areas of interest and inspect the lines which represent these areas. If greater concentration appears appropriate relative to the over-all funding picture, then program managers in the SEA or LEA may be directed to review their grant approval, grant application, procedures and priorities.

Note (for Questions 2 and 3):
Any of the various services or activities can be substituted for reading to meet each state's individual needs. If none of a state's high-priority programs are specified in the list of services and activities, then a simple district-by-district comparison of percent of expenditures by service and activity may be of some use to districts in their program planning activities.

4. What is the per-pupil expenditure of Federal funds for various services and activities?

   By combining across any line for regular school term pupil participants (columns "b-e," lines 34-50) and summer school term participants (columns "f-i," lines 34-50) and nonpublic school participants (column "j", lines 34-50), the total student participation for any of the services or activities listed may be found (since the lines do not represent an unduplicated count if they are combined interpretation may be difficult). Dividing the total pupil participation by the total expenditures for the particular service or activity, a per-pupil cost may be found (column "s", lines 134-141, 144 + 145, and 147-154).

5. What percent of each target population is being served through Federally assisted programs designed to meet their special needs?

For each target group in lines 24-28, divide column "c + d" by column "b." This may not be appropriate in all large school districts because of a limited number of migrants or some other target group, but this may work for some of the target groups of special interest.

Some states have state financed programs which have definitions compatible with those used for CPIR; *e.g.*, programs for the handicapped. In those instances where a state collects school district data on its own programs, an indication of need can be established by looking at districts completing CPIR and pooling certain CPIR items with data collected for the state programs, such as the number of children participating in state-supported handicapped programs, the number of children participating in Federally supported handicapped programs and comparing the sum of these with the total number of handicapped children needing services. It is likely that some pupils will participate in both state and Federal programs, but if the combined amount is less than the total, then a need exists. This conclusion assumes the state has an objective to serve all of its handicapped children who need special services.

Although the above questions do not represent all possible uses of the CPIR-1969 for a state, they are representative of the types of questions which can be addressed. The suggestion to limit these questions to pooled responses from large districts can be generalized in several ways.

In states where many districts of several sizes were sampled, the various districts could be assigned to some size category; *i.e.*, small, medium, and large, and after carefully explaining the lack of representativeness, the data could be reported without specifically identifying school districts. This could be done by:

1. Reporting each district separately, using a letter of the alphabet instead of the district's name.
2. Pooling all items for all districts in each size category and reporting percents of participation or expenditures in each size category.

Given the answer to questions such as the above, it is reasonable to ask, "what should be done next?" One activity is just to report the data to anyone who may be interested.

Another possibility would be to consider each question in terms of the state's needs as assessed under ESEA Title III and recommend to state coordinators of Federal programs that their program emphasis be modified (or maintained) to fit better the state's identified needs. State legislative recommendations can be planned for by beginning to establish means for analyzing CPIR-1970 (which is state-representative) in consort with state program data. The format and analysis plans developed for CPIR-1970 can be used in performing the systems work and the CPIR-1969 can provide limited test data for debugging the system. The combined state and Federal participation data and expenditure data can be helpful in making legislative program recommendations.

There has been little specific discussion of how the CPIR-1969 can be used by local school districts. If the SEA desires to make a feedback report available to the local districts so that comparisons of districts can be made, each district may ask itself "How well are we utilizing Federal funds to meet the needs of our students with respect to state and national priorities?" and "How well are we meeting these needs in comparison with other districts of similar size?" Many districts will find these data useful in ways similar to the SEA's uses. This is particularly true if the data are used for recycling of programs in conjunction with needs assessment studies.